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# REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

# TOWN OF ANDOVER,

FOR THE YEAR 1885-86.

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# REPORT.

In compliance with the Statutes of the Commonwealth, the School Committee hereby make their Annual Report.

That all our schools attain that measure of usefulness that we all desire is hardly to be expected. In this state of imperfection our best ideals are seldom reached. But that we have sought to make them worthy of the good name of our town, and channels of the greatest intellectual profit to our children, we can conscientiously affirm. And while every school in town does not accomplish all that we desire or seek, we believe that, taken as a whole, their condition is most satisfactory — perhaps seldom better. And it is a gratifying fact, and one evidence of their good character, that they are better appreciated and more generally sustained both by influence and example by the citizens of the town. There is certainly no interest in town that needs more in every way the co-operation and support of every friend of popular education.

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Comparative Advantages of Public Schools. — That public schools are entirely free from objections on the ground of moral harm that may come from an indiscriminate mingling of pupils of all habits and dispositions will not be affirmed. There is the possible danger that the good boy and girl, brought into companionship with evil classmates, may sometimes be misled in word and conduct. And yet, perhaps, this danger does not exist to any greater extent in public schools than in private institutions. It is the risk that necessarily grows out of all social relations. And there is no possible way of avoiding it entirely, except in a perfect

19106

state of isolation from all society. But we are confident that, under the management of a judicious teacher, — one who cares for the moral as well as the intellectual welfare of her pupils, — supplemented by faithful home instruction, this fear, which often disturbs the mind of the anxious parent, becomes comparatively groundless. On the other hand, when we consider certain advantages that flow from the democratic character of our public school system to pupils educated under it, its relative evils practically disappear. There is an education, not of books, that wonderfully fits our boys and girls for the hard struggle of life. And this is acquired by social contact with others, by collision even with the rougher elements of society, by a knowledge which one gains of persons and things in the world, and by close antagonism with its difficulties and evils. It is an education that gives energy to the will, sharpens the intellect, stirs the ambition, enlarges the experience, and, when fortified by a conscientious sense of right, toughens even the fibres of one's moral nature. It is an education of this kind that the pupils of our public schools secure, to a large extent, by their mingling in study and pastime with others, on the common ground of school life. By it they are taught the necessity of self-reliance and vigilance, develop force of character, and are better fitted for the battle that lies before them.

Length of School Sessions. — The rule which has for a long time prevailed in town in regard to the length of school sessions has been for older scholars three hours each half day, with a recess of fifteen minutes; while the younger scholars have been dismissed at recess; and when, for any special reason, parents have desired that their children should be dismissed at an earlier hour, leave has been granted.

And a rule under which our schools have flourished and the intellectual welfare of our children has been secured in the past ought not to be changed without good and sufficient reasons, or without the expressed desire of at least a majority

of the people concerned. Your Committee thus far have seen no evidence that the Town as a whole desires any radical change in our school hours, nor any facts to warrant the belief that our present regulations are either oppressive or detrimental to the best interests of our children. On the other hand, they are convinced that any change which should diminish our school time for study and recitation would weaken to no small extent the efficiency of our schools. It would seem that five and a half hours out of the twenty-four were none too much for older scholars to spend in the schoolroom. And it must be remembered that even this amount of time is not all occupied with study. Under the direction of a competent teacher, — one who seeks to inspire cheerfulness, to excite a love of knowledge, to enliven the routine of study and recitation by singing, calisthenics, or by an occasional story told by the way of illustration or pointing a moral, — the schoolroom may be made a pleasant and attractive place. The question of health, of course, is paramount. And there are, perhaps, pupils who, from certain mental or physical peculiarities, cannot bear the excitement and strain of even four hours' study or confinement. These, however, are exceptional, and furnish no wise or just rule by which to regulate the study hours of the average boy or girl. It would be manifestly unjust to the strong and healthy pupils of our schools to treat them as though they were on the sick list for the sake of accommodating a few that are physically incompetent, when at the same time the invalid pupil can have the privilege of leaving the schoolroom at any hour he desires. The remarkably good health of the pupils in our schools, together with the high standard of scholarship they attain in their studies, is evidence that our children do not seriously suffer under the present system, either in body or mind.

Again, we actually know, from the statements of parents, that many of them would prefer that even their youngest children should not be dismissed at recess. Their reasons are, that if they are in the schoolroom and under the care of the

teacher they know that they are safe from harm. But if they are turned loose into the streets, to take their own time in getting to their homes, without the aid of older brothers or sisters to watch over them, they are liable to fall into danger or run into mischief. The kind of education that our children pick up in our streets is not of the most elevated kind; much of it is that which corrupts and degrades. And any change that must necessarily increase the opportunities for education of this sort among our children cannot be the most beneficial.

There is probably no nation in the world that occupies higher ground on the subject of education than Germany. And it is equally true that there are few people, if any, who are more cheerful, robust, and healthy. And yet the school sessions of that country are longer than even the longest in our own. Mr. J. Ross Browne, who has travelled extensively, and is the author of several books, particularly one entitled, "An American Family in Germany," devotes a chapter in this work to the schools of that country. He writes from actual knowledge and experience, since he spent three years there in the education of his own children. He says, on page 63, "The schools throughout Germany are excellent, in some respects the best in the world. They are conducted with great care and under strict municipal regulation. The teachers are generally of superior ability and thorough education. The business of teaching is a profession in itself. A great feature in these schools is the amount of oral teaching through which the children are required to pass." Again he writes, "Very little time is allowed for idle and disreputable practices. *The school hours in the summer are from seven in the morning till six in the evening*, with an intermission of two hours for dinner; *in winter, from eight to seven.* All the studies are performed in school, with the exception of such extra lessons in music and the languages as may be desired. *In this way there is but little opportunity for street playing and rowdyism — too common a practice in our country.*"

Time of School Vacations. — The school year of our town is divided into three Terms, Spring, Autumn, and Winter, embracing in the whole usually thirty-eight weeks. This division not only gives about an equal length of time to each term, but serves other important purposes. The Spring Term closes before the hot season of summer. The Fall Term is so arranged as to close before Thanksgiving week. The Winter Term is made to extend beyond the annual town meeting, as the pay of the teachers for that term is dependent upon the money raised at that meeting. Such is the arrangement for the terms and vacations of our schools at the present time, and there seems to be no good reason for departing from it, but many for its continuance. The desire is sometimes expressed that we should have a two weeks' vacation in what are called the Winter holidays. In a city or a compact village such a course might be less objectionable. But Andover is largely an agricultural town; and the only time that many of our boys and girls have to attend school is in the season of winter. It would hardly be just, then, to this class of pupils to cut off their opportunities of schooling for the purpose of furnishing play-time to others. Besides, there is no better time for study and the pursuit of knowledge than winter. To suspend, therefore, our schools two weeks of the best part of the study season of the year for purposes of holiday revel can serve neither the moral nor intellectual welfare of our children. An additional objection is, that frequent vacations are found to be an injury to our schools. Pupils return from them to school in a condition more or less demoralized. And it takes no small amount of time to bring them back again into working order, scholarly interest and habits.

Practical Tests. — It would not, perhaps, be wise to abandon entirely the use of text-books in our schools. They will always be needed for the knowledge they afford of rules and definitions, and marking the general course that a pupil should follow in his studies. But there is a serious evil in

connection with their use into which teachers are prone more or less to fall; namely, of depending exclusively upon them, and not taking the pupil out of the fixed grooves into which they necessarily lead his mind. It is often found that scholars can answer the questions and perform the examples of the text-book with the utmost readiness; but assign them questions out of the book, put into a slightly different form, involving perhaps the same principles, and they are at sea, drifting in the dark. The domain of knowledge is varied and extensive, and that teacher has missed her calling whose culture is not sufficiently broad to enable her to take her pupils at times into fresh fields, and to drink at new fountains. In arithmetic, for instance, the application of its principles to the business of every-day life can be increased to almost any extent. And these practical questions that are put to the pupil out of the book are really the test of his education and of his actual preparation for usefulness in the world. Besides, teachers will find that a practice of this kind will increase the interest of their pupils in their studies, vary the monotony of the schoolroom, and make their lessons more real, lifelike, and useful.

Hygiene and Physiology. — In compliance with the late statute of the Commonwealth, the study of Hygiene and Physiology has been introduced into all our schools, with special reference to the evils and dangers that arise from the use of narcotics and intoxicating drinks. The text-books that are used by the younger classes are the "Barnes's Series." That adopted for the highest Grammar grade is "Hutchinson's Physiology." The teachers are not only required to use the text-book itself, but also to give such oral instruction by the way of comment and illustration as will vigorously serve the purpose of the law, both in the letter and the spirit.. And it is believed that a thorough study of these most important branches of science will not only largely aid in giving our children much needed instruction concerning themselves as physical beings, but will also

prove in the end mighty barriers to the evils that flow from the use of alcoholic and narcotic poisons.

Vocal Music. — The following is an extract from the Report of Mr. Edward Butterworth, our teacher in Vocal Music, to the Committee, giving the result of his labors.

"In making out my Report of Music in the schools for the past year, it will not be necessary to particularize in regard to individual scholars, but to state where and in what schools we have seen good results, and, on the other hand, where we cannot show quite so good work.

"In the first place, I have endeavored to follow out a certain method in teaching music in public schools, and as near as I could have tried to grade them in that study; to give to them such songs and exercises as would be within the compass of the voices of the pupils. I have been successful in those schools where the teachers have assisted, and have taken up the daily practice of songs and exercises. Some of the teachers have excused themselves for the reason that they had not time to devote to singing. It seems to me that ten minutes a day would scarcely be noticed, when taken immediately after morning devotions. And besides that, the scholars like to sing. I will make mention of those schools that have made the most progress in singing and in notation. The South Centre, Centre Grammar (Miss Merrill's), Scotland, Abbott Village, Frye Village, Bailey. At the West Centre the pupils are improving, and I expect good results from them yet. During the Fall Term, at the Osgood, we were doing good work; but so many large boys attending here during the Winter Term seemed to create such unwillingness to sing that we did not accomplish quite so much. At Ballard Vale, in the Intermediate Department, the pupils are doing very well; but in the Grammar we have so much difficulty in getting the boys to sing, that (together with the additional school in the Primary Department, which takes an additional twenty minutes, I thought I would unite Miss Manning's pupils with those of Miss Jaquith. The change

seemed strange to the scholars of both rooms, but I think after a time it will work satisfactorily. Upon the whole, I think the pupils in your schools have made greater proficiency in music than in any previous year."

Grammar School Building. — There has been much said in regard to the sanitary condition of the Grammar School building. And with this discussion there has mingled no small amount of exaggeration. Undoubtedly a mistake was committed, in the first place, in placing the building too low. But that its condition for this reason has been so extremely fatal to the health and comfort of the pupils as has often been expressed is, we believe, equally a mistake. We have no desire to anticipate the action or judgment of the Special Committee lately appointed by the Town to consider this matter. But we deem it our duty, under the circumstances, to state the facts in the case precisely as they are. The basement floor, where the chief trouble exists, is a hard concrete pavement, six inches thick. And as a general rule it is dry, and to such an extent that even when it is swept by the janitor he sprinkles it with water to allay the dust. At times, however, during an easterly storm, the rain drives in under the doors, or, if at such times the doors are left carelessly open, it has free access by that means. The water, therefore, entering by these channels has no way of running out, and leaves a space about the doors, for a time, wet. There is also danger in the winter season, if an accumulation of ice and snow is suffered to remain about these basement doors, that in the case of a heavy rain the water will overflow the door-sill into the basement. This happened to an unusual extent in the month of February in that peculiar ice period. But such occurrences are rare. During the past year your Board of Health have thoroughly examined the premises, and have given their views of the matter in their late valuable report.

Time of the School Report. — It would be better for many reasons that the School Report should be issued at the

same time with the general Town Report, and incorporated with it. This, however, cannot be practicable unless our town meeting were held in April; since the school year recognized by the state law does not close till the end of the Spring Term. And School Reports could not be prepared until that closing took place.

Truancy. — Few cases of Truancy, we are happy to say, have occurred within the last year, and these are confined chiefly to children whose parents have either no control over them, or are indifferent to their school privileges. Truant officers for the ensuing year are Richard M. Abbot and Joseph Scott.

Proprietors' Fund. — The interest of the Proprietors' Fund ($96) was duly received from the Treasurer of the same. $165.21 of the accumulated interest have been expended the past year for School-books and Maps. $230.49 of this interest now remain in the Andover Savings Bank.

## CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

The schools under these respective heads have maintained their usual good reputation. The changes with teachers have been few ; Miss Annie L. Locke returning, after a year's absence, with renewed vigor to her old post of duty, while Miss Amy F. Battles was assigned to the First Primary Centre to fill the place made vacant by the resignation of Miss Sarah F. Jones on account of ill health. It is a gratification to your Committee to state that no case of discipline has been brought to them for adjustment, which is an evidence either of the general good behavior of the pupils or of the competency of the teachers to deal with such cases These schools generally, we believe, will be found by those who will make a personal examination of them to be in excellent condition in point of order, scholarship, and interest. At each Fall Term the first class of the Grammar School

(Miss Berry's) is sometimes crowded beyond the seating capacity of the room. But the number soon begins to diminish, and before the close of the school year there is ample room. Under these circumstances your Committee have not deemed it expedient to call for another school building in this part of the town just at present. The time, however, is not far distant when more enlarged school accommodation will be needed in this locality. In such a case we should advise the union of the Phillips school in some way with our schools in the centre of the town, as four fifths of the scholars of that school would then be better accommodated than they are now, and at the same time be placed in better surroundings.

## SOUTH SCHOOLS.

Of the one hundred and seventy scholars enrolled in the Ballard Vale district, fifty-two have been in charge of Miss Clemons, who, though an assistant, has in reality a separate department. Twenty-two of these entered without knowing the alphabet, most of whom are now able to read simple words without spelling. The remainder are about equally divided in classes using the first and second readers. They are kept in this room two years, and are then sent to the regular Primary. They are dismissed at recess in the afternoon, and the discipline is intended to be as mild and homelike as possible.

In the regular Primary, taught by Miss Browne, the largest number attending has been forty-six. These are taught reading (the third and advanced third readers being used), primary arithmetic, spelling with definitions, and general exercises in physiology, writing numbers, and writing on the blackboard. They stay in this room two years, and are then supposed to be, or ought to be, fitted for the next grade.

Miss Manning has been the teacher in the Intermediate. The number attending has been forty-one. The studies required are reading, spelling, English grammer, geography, writing, with exercises in physiology and on general topics.

About one half, or the highest class in each of these studies, is promoted each year, so that in this as in the former grades it requires two years; and were it not that so many leave after attending the required twenty weeks most would in that time be well fitted; but as such is the case it is often necessary for some to stay the third year, and even then they are apt to find it hard to keep up after entering the other school. One of the pleasing features in regard to the Grammar is that nearly all of the scholars have attended through the year, but few having left after attending the required time. Consequently the scholarship has been far better than for several years. Miss Jaquith, who has taught the school for several years, has been the teacher. There were thirty-one scholars in the school, divided into two divisions, each pursuing the same course of study, only one in advance. The highest class the past year has done unusually well. They have taken up the whole of Bradbury's Eaton's Arithmetic, and appear to understand all the important rules connected with it. They are also required to study grammar, United States history, geography, physiology, reading, spelling, and are supposed to practise writing and drawing several times a week, and to have general exercises on civil government and other important matters. A written examination is required as often as deemed necessary in the most important studies. A very small proportion of these scholars go beyond this school. Some stay here the third, and a few even the fourth year, which is very commendable. It is intended to have this course of study such as will give all a fair insight into those branches that are required in common business and every-day life.

The Scotland has been taught by Miss Ella Eaton, who has substituted for the regular teacher the whole year. All of the mixed schools have many classes; but as a general thing the scholars improve as fast as in the graded ones. There have been twenty-two in attendance, and, considering the bad weather and roads the past winter, there have been less absent and tardy than would naturally be expected.

One little girl in this district has been neither absent nor tardy for the year. The course of study is about the same in all of the schools of this kind, and comprises what is usually taught in our Primary, Intermediate, and Grammar grades. The annual examination took place the last Term, and was in every respect worthy of the school.

The Holt is composed mostly of small scholars, so that the average attendance has not been as good as usual, especially during the Winter Term. Some in this district live nearly a mile from the schoolhouse, and if young cannot get there in stormy weather. The health of children is of more consequence than learning, and it is neither wise nor prudent to expose them unnecessarily. The teacher for the year has been Miss Mary E. Holt, its former teacher. Of the twenty-two in attendance about one half are Primary scholars, and attend to those studies adapted to their requirements. There is a very smart class in grammar, geography, written arithmetic, and history. This school, as the Scotland, held its regular examination at the closing of the last Term. The attendance of parents was not so general as we would wish; and we hope in future more encouragement from this source will be given. The scholars all acquitted themselves well, and the examination was very satisfactory.

The Phillips has had the same teacher, Miss Etta Holt, as for several years. The school is quite small; and when we look back and see that our predecessors were obliged to furnish a schoolroom that would seat eighty scholars, and also to provide a separate recitation room and assistant, as was done in this district some years ago, we are forcibly reminded of the great changes that are constantly taking place in our schools as well as in all others. Now the regular schoolroom will accommodate about three schools of its present size, with room to spare. The close proximity of this school to the graded ones in the centre has really been an injury; but as such is the case we must submit to the inevitable, hoping that when the time comes for a change in the Centre and Grammar schools this one will be included

in that system that will place it in a better situation and condition, and that will remove some of those obstacles which it is now unable to overcome.

## WEST PARISH SCHOOLS.

No marked change has taken place in these schools during the year, either as to numbers attending or the condition of the schools. Of the rural schools the West Centre shows much the largest numerical attendance, though the per-cent or average is not quite what it has previously shown. Extreme distance on the part of some families and apparent indifference on the part of others have acted unfavorably in this respect. We are glad to report in favor of the latter a decided improvement during the latter part of the year, and should this continue another year will show a result far preferable. The same fidelity, thoroughness, vivacity, and interest, on the part of teacher and taught, that have in the past characterized this school are still manifest.

The Osgood has during the past year been free from epidemics, and shows by a greatly increased per-cent its desire to do well when it has the liberty of choice. No other of the town schools, probably, has pupils of greater age than this. Labor in summer and school in winter is still to quite an extent the motto of this neighborhood.

If you wish to see thorough work, pleasant work, and much work, just step into the Bailey school, and see if you do not find your ideal there.

Abbott and North remain essentially the same, both being under the depressing influence of fewness in number. Notwithstanding, a very commendable degree of interest is shown on the part of pupils, and patient, unflagging effort on that of the teachers. Under the auspices of the Abbott there was given, at the close of the Winter Term, an entertainment, enthusiastically and successfully carried out, to obtain funds for the purchase of an organ to be used in the school. Parents and friends patronized largely, and enjoyed much.

Miss Ward, of the North, withdrew her connection therewith at the end of the Fall Term, and Miss Helen W. Battles was chosen her successor. As her first experience, she has filled the position with much merit.

Detrimental to the interests of the schools in both Frye and Abbott Villages has been the necessity of attempting in four or five years to accomplish what should only be required in six. But with the increased appropriation so readily granted by the Town at its last annual meeting, we trust this difficulty will be met by the appointment of a third teacher in each village. Frye Senior is again at the front in point of attendance, as will be seen by the five highest, viz. Frye Senior 97.1 per cent, Abbott Village Intermediate 95.8, Frye Village Primary 95.7, Bailey 95.4, Grammar 94.9.

One in visiting mixed schools and comparing them with graded, must constantly bear in mind the difference in the composition or make-up of the schools, the necessary multiplicity of studies and recitations, and consequent increase of labor on the part of the teacher. The discipline of the school is rendered much more difficult, since the child of five and the youth of fourteen are included in every arrangement therefor. In method the successful teacher must adapt herself to younger and older alike; being, as it were, a combination teacher, fitted for all grades, from Primary to High. Such combination many do not possess — most having a special adaptability to some of these grades, but not to all. Since, then, this special fitness is required, and the labor of the teacher is so largely increased, it would seem that in schools of equal size this fact might justly receive consideration in the adjustment of salaries, and when one is secured possessing these qualifications our hold on her services should not be easily lost.

VARNUM LINCOLN,
FELIX G. HAYNES,
E. FRANCIS HOLT,
School Committee.

# APPENDIX.

## SCHOOL STATISTICS.

### CENTRAL GRAMMAR.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 64 |
| Whole number of scholars, | 102 | 124 | 122 |
| Over 15 years, | 14 | 10 | 13 |
| Between 8 and 14 years, | 68 | 95 | 91 |
| Neither absent nor tardy, | 24 | 38 | 17 |
| Number of visitors, | 11 | 12 | 14 |

### SOUTH CENTRE.

#### FIRST INTERMEDIATE DEPARTMENT.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 64 |
| Whole number of scholars, | 39 | 48 | 46 |
| Over 15 years, | 1 | 0 | 0 |
| Between 8 and 14 years, | 36 | 48 | 46 |
| Neither absent nor tardy, | 8 | 12 | 8 |
| Number of visitors, | 12 | 15 | 8 |

#### SECOND INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 64 |
| Whole number of scholars, | 35 | 33 | 35 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 34 | 33 | 34 |
| Neither absent nor tardy, | 11 | 14 | 2 |
| Number of visitors, | 12 | 9 | 8 |

FIRST PRIMARY.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 64 |
| Whole number of scholars, | 49 | 49 | 54 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 47 | 40 | 44 |
| Neither absent nor tardy, | 6 | 10 | 8 |
| Number of visitors, | 20 | 26 | 20 |

SECOND PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 64 |
| Whole number of scholars, | 82 | 86 | 76 |
| Under 5 years, | 0 | 1 | 0 |
| Between 8 and 14 years, | 25 | 18 | 20 |
| Neither absent nor tardy, | 11 | 12 | 4 |
| Number of visitors, | 31 | 24 | 28 |

## ABBOTT VILLAGE.

INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 64 |
| Whole number of scholars, | 36 | 39 | 37 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 34 | 32 | 37 |
| Neither absent nor tardy, | 6 | 11 | 6 |
| Number of visitors, | 4 | 8 | 8 |

PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 64 |
| Whole number of scholars, | 57 | 57 | 59 |
| Under 5 years, | 1 | 3 | 0 |
| Between 8 and 14 years, | 12 | 10 | 14 |
| Neither absent nor tardy, | 5 | 13 | 8 |
| Number of visitors, | 25 | 16 | 11 |

## PHILLIPS.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 64 |
| Whole number of scholars, | 25 | 21 | 20 |
| Under 5 years, | 0 | 2 | 1 |
| Between 8 and 14 years, | 15 | 11 | 15 |
| Neither absent nor tardy, | 3 | 4 | 1 |
| Number of visitors, | 14 | 11 | 7 |

## HOLT.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 65 | 59 | 64 |
| Whole number of scholars, | 27 | 27 | 16 |
| Over 15 years, | 1 | 2 | 1 |
| Between 8 and 14 years, | 14 | 16 | 14 |
| Neither absent nor tardy, | 4 | 1 | 0 |
| Number of visitors, | 12 | 9 | 8 |

## SCOTLAND.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 22 | 19 | 22 |
| Over 15 years, | 2 | 1 | 0 |
| Between 8 and 14 years, | 18 | 18 | 20 |
| Neither absent nor tardy, | 5 | 5 | 3 |
| Number of visitors, | 12 | 12 | 14 |

## BALLARD VALE.

### SENIOR.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 59 | 65 |
| Whole number of scholars, | 27 | 31 | 30 |
| Over 15 years, | 0 | 5 | 3 |
| Between 8 and 14 years, | 27 | 26 | 27 |
| Neither absent nor tardy, | 6 | 12 | 2 |
| Number of visitors, | 43 | 21 | 20 |

### INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 33 | 41 | 40 |
| Over 15 years, | 1 | 0 | 0 |
| Between 8 and 14 years, | 32 | 41 | 41 |
| Neither absent nor tardy, | 5 | 3 | 2 |
| Number of visitors, | 5 | 19 | 14 |

### PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 84 | 88 | 84 |
| Under 5 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 44 | 39 | 36 |
| Neither absent nor tardy, | 11 | 19 | 8 |
| Number of visitors, | 26 | 27 | 7 |

## FRYE.

### INTERMEDIATE.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 64 | 59 | 65 |
| Whole number of scholars, | 38 | 44 | 42 |
| Over 15 years, | 0 | 0 | 1 |
| Between 8 and 14 years, | 38 | 44 | 41 |
| Neither absent nor tardy, | 14 | 17 | 11 |
| Number of visitors, | 6 | 12 | 20 |

### PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 59 | 65 |
| Whole number of scholars, | 56 | 48 | 43 |
| Under 5 years, | 0 | 1 | 0 |
| Between 8 and 14 years, | 27 | 16 | 17 |
| Neither absent nor tardy, | 15 | 15 | 9 |
| Number of visitors, | 12 | 14 | 24 |

## WEST CENTRE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 34 | 40 | 37 |
| Under 5 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 19 | 23 | 22 |
| Neither absent nor tardy, | 4 | 8 | 6 |
| Number of visitors, | 8 | 5 | 17 |

## OSGOOD.

| | | | |
|---|---|---|---|
| Length of School, in days, | 63 | 60 | 65 |
| Whole number of scholars, | 26 | 25 | 25 |
| Under 5 years, | 1 | 1 | 0 |
| Over 15 years, | 0 | 1 | 8 |
| Between 8 and 14 years, | 16 | 16 | 11 |
| Neither absent nor tardy, | 2 | 4 | 2 |
| Number of visitors, | 36 | 25 | 19 |

## BAILEY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 65 |
| Whole number of scholars, | 15 | 18 | 16 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 11 | 13 | 12 |
| Neither absent nor tardy, | 3 | 6 | 3 |
| Number of visitors, | 5 | 8 | 7 |

## ABBOTT.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 15 | 14 | 12 |
| Over 15 years, | 1 | 0 | 0 |
| Between 8 and 14 years, | 5 | 5 | 4 |
| Neither absent nor tardy, | 4 | 4 | 2 |
| Number of visitors, | 7 | 16 | 14 |

## NORTH.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 64 |
| Whole number of scholars, | 7 | 7 | 8 |
| Over 15 years, | 1 | 0 | 1 |
| Between 8 and 14 years, | 4 | 7 | 7 |
| Neither absent nor tardy, | 1 | 1 | 2 |
| Number of visitors, | 13 | 17 | 10 |

# PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

## GRAMMAR SCHOOL.

Summer: First Term. — Florence Abbott, Annie A. Buchan, Alice C. Dean, Mary A. Hurley, Mary McManus, Piety Mander, Maggie A. Nolan, Maude Randall, Arthur G. Cummings, Guy W. Gilbert, Fred L. Hayward, John V. Holt, Hattie L. Dean, John Doherty, Fred H. Ladd, Ella Bodwell, Mary Doherty, Laurie Hardy, Alice Nolan, Charles Baldwin, Louis Cumnock, Willie Ramsdell, Michael Sullivan, Don Timlin.

Autumn: Second Term. — Marie Campbell, Hattie L. Dean, Minnie E. Jewett, Ethel Stott, Barton Abbott, Mamie Downing, Charles Bell, Michael Driscoll, John Doherty, Andrew Dodson, Nesbit Gleason, Frank McManus, Charles Smith, Antoine Saunders, Grace E. Bentley, Sarah E. Burke, Ida M. Davis, Julia A. Cullinane, Viva L. Davis, Mary E. Doherty, Alice Nolan, Jennie V. Piddington, Mary A. Souter, Charles B. Baldwin, Michael F. Sullivan, Myra Bodwell, Mabel Cole, Florence Cummings, Katie Hurley, Maggie Lamont, Jennie Maroney, Thomas Burns, Charlie Duncan, Fred Goff, Albert Lamont, John Nice, John Robertson, Alvin Tough.

Winter: Third Term. — Hattie L. Dean, Jennie E. Jewett, Ethel Stott, John Doherty, Grace E. Bentley, Ella M. Bodwell, Mary E. Doherty, Charles B. Baldwin, Michael F. Sullivan, Leslie Abbott, Maude M. Cole, Florence Cummings, Nellie C. Hayward, Bertie Farnham, Atherton R. Ramsdell, Gussie Remmington, J. Lewis Smith.

## SOUTH CENTRE.

### FIRST INTERMEDIATE DEPARTMENT.

First Term. — Leslie Abbott, Myra J. Bodwell, Walter K. Clark, Maude M. Cole, Arthur F. Frame, Atherton R. Ramsdell, Percy S. Roberts, J. Lewis Smith.

Second Term. — A. Mabel Bradley, Bridget Collins, Nellie Crowley, Adelle Duval, Bertha Higgins, Arthur Holt, J. Watson Manning, Susie Meldrum, Joseph A. Armington, Mabel Robinson, Gertrude A. Roberts, Patrick A. Sullivan.

THIRD TERM. — A. Mabel Bradley, Nellie Crowley, Arthur Holt, Mabel Robinson, Patrick A. Sullivan, Richard C. White, George H. Putnam, Gertrude A. Roberts.

SECOND INTERMEDIATE.

FIRST TERM. — A. Mabel Bradley, Charles Boone, Emma J. Boone, Frank L. Cole, J. Watson Manning, William P. Minor, Thomas Madden, Willie T. Rea, Gertrude A. Roberts, Mabel S. Robinson, Richard C. White.

SECOND TERM. — Alice F. Abbott, John Angus, Frank L. Cole, Ralph B. Clement, J. Russell Chandler, Fannie A. French, Marion L. Holt, Daniel Haley, Helen E. Jackson, Annie Kneeland, Charles W. Richardson, Thomas Stewart, Agnes C. Smith, Howard H. Wright.

THIRD TERM. — Alice F. Abbott, Fannie A. French.

FIRST PRIMARY.

FIRST TERM. — John C. Angus, Alice F. Abbott, J. Russell Chandler, Agnes C. Smith, Alice F. Brown, Julius D. Clark.

SECOND TERM. — Belle F. Angus, Alice G. Bradley, Julius D. Clark, Hannah Cullinane, Willie Driscoll, Walter B. Holt, Matthew Hannon, Sarah Jackson, James G. Putnam, Arthur S. Roberts.

THIRD TERM. — Belle F. Angus, Grace Higgins, Fred. W. Howarth, James G. Putnam, Arthur S. Roberts, Marion Wood, Walter Wood, Alice T. Whitney.

SECOND PRIMARY.

FIRST TERM. — Susan E. Abbott, Horace C. Bodwell, William Bradley, William C. Driscoll, Jean G. Jackson, Walter B. Holt, James G. Putnam, Edna L. Smith, Nellie Remmes, Alice E. Whitney.

SECOND TERM. — Susan E. Abbott, Joseph Carey, Eva M. Clarke, Marlborough Churchill, Stewart Clement, Harold Manning, Jane Robinson, Nellie Remmes, Eddie M. Roberts, Stuart J. Smith, Edna L. Smith, Arthur K. Jackson.

THIRD TERM. — Nellie Remmes, Ralph Robinson, Harold Manning, Edward M. Roberts.

## ABBOTT VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Alice E. Kelley, Mary A. Lunan, Elizabeth G. Lowe, William M. Coutts, Charles S. Graham, Ambrose McKenzie.

SECOND TERM. — Alice S. Coutts, Elizabeth H. Graham, Lizzie J. Lamont, Selina A. Nolan, Lucinda H. Sloane, Laura A. Stark, Florence

B. Wakefield, Ruth A. Wakefield, Alex L. Dick, James C. Lowe, James Souter.

Third Term. — Susan S. Burke, Alice S. Coutts, Lizzie M. Greig, Lizzie J. Lamont, Lucinda H. Sloane, William L. Gillespie.

PRIMARY.

First Term. — Alexander Dick, Alex L. Dick, Archie Lowe, Walter Ramsden, David A. Connell.

Second Term. — James Craik, John Craik, Alex L. Dick, George Kydd, Walter Lamont, Archie Lowe, Timothy Pasho, Walter Ramsden, Nora Barrett, Mary Coutts, Cecilia Kidd, Mabel Lawson, Marion Sloane.

Third Term. — Marion Sloane, Charlie Sloane, David Sloane, Alexander Gillespie, George Kidd, Walter Lamont, Archie Lowe, Walter Ramsden.

## PHILLIPS.

First Term. — Louis Balch, Edith Connell, Robert Carter.

Second Term. — Robert Carter, Edith Connell, Lizzie Collins, Annie Haggerty.

Third Term. — Robert Carter.

## HOLT.

First Term. — Grace M. Abbott, James A. Dole, Lizzie Ephraim, Ada Stoddard.

Second Term. — Lizzie Ephraim.

Third Term. — None.

## SCOTLAND.

First Term. — Edward R. Hinton, Anna A. Holt, James H. Hovey, Lucy C. Mason, Nellie. E Russell.

Second Term. — Edward R. Hinton, George H. Jones, Lucy G. Mason, Nellie E. Russell, Maude L. Thomas.

Third Term. — Emanuel Rollins, Nellie E. Russell, Willie E. Thomas.

## BALLARD VALE.

SENIOR DEPARTMENT.

First Term. — Willard Ashworth, George Fessenden, Carrie Hayward, Ada Mears, Clara Moody, Henry Riley.

Second Term. — John Burns, Kittie Clemons, Dennis Donovan, Robert Erving, Kate Flaherty, Michael Flaherty, Ada Mears, Eddie Miller, Almon Moody, Henry Riley, Addie Russell, Mattie Stark.

Third Term. — John Burns, Eddie Miller.

INTERMEDIATE DEPARTMENT.

First Term. — David Burns, Jerry Daley, Dennis Donovan, Georgie Herrick, Mabel Mowat.

Second Term. — Julia Daley, Pauline Lochner, Mabel Mowat.

Third Term. — Mabel Mowat, Agnes Eagan.

PRIMARY.

First Term. — Willie Adams, Mary Adams, Maggie Conway, Daniel Burns, Katie Horan, Maggie Mowat, Emma Mears, Katie O'Donnell, James Oldroyd, Willie Petinger, Ada Stark.

Second Term. — Willie Adams, Mary Adams, Daniel Burns, Willie Conway, Cecil Clemons, Addie Cox, Willie Daley, Tillie Daley, Harold Daley, Eva Belle Day, Joseph Gormley, Charlie Morgan, Maggie Mowat, Violet Mowat, John O'Donnell, Joseph Oldroyd, Allie Thwing, Charlie Wambwell.

Third Term. — Willie Adams, Mary Adams, Daniel Burns, Addie Cox, Maggie Mowat, Violet Mowat, John O'Donnell, Allie Thwing.

## FRYE VILLAGE.

INTERMEDIATE DEPARTMENT.

First Term. — Stewart Bell, Otis Birnie, Patsey Barrett, Marie Campbell, Andrew Campbell, Grace Craig, Andrew Dodson, Fred. Dodson, Addie Doble, Mary Haupert, Eddie Hussey, John May, Ethel Stott, Lizzie Soutar.

Second Term. — John Birnie, Otis Birnie, Fred Dodson, Alice Dodson Jennie Dane, Willie Donald, Bertha Doble, Eddie Hussey, Maggie Phillips, Annie Pleyden, John O'Keefe, Charles Robinson, John Robinson, Lavinia Robinson, Mary Sullivan, Lizzie Soutar, James Soutar.

Third Term. — Stewart Bell, John Birnie, Fred Dodson, Alice Dodson, Jennie Dane, Eddie Hussey, Mary McCrowry, Charles Robinson, Lavinia Robinson, Lizzie Soutar, James Soutar.

PRIMARY.

First Term. — John Barrett, William Barrett, Frank Craig, Chester Cummings, Bertha Doble, George Hatch, Maggie Hayes, John Mander, George May, Alexander Meston, Annie Pleydon, Lavinia Robinson, Annie Soutar, James Soutar. Not tardy, 51.

Second Term. — Mattie Bailey, William Barrett, Alice Bell, Jane David, Leah Doble, Hattie Dodson, Walter Donald, Edith Donald, Lewis Hatch, Bella Huapert, James Hayes, Albert May, Martha McCrowry, Annie Soutar, Gertrude Wardman.

THIRD TERM. — Lillie Bailey, Herbert Bailey, Chester Cummings, Hattie Dodson, Albert May, Martha McCrowry, Alexander Meston, Annie Soutar, Gertrude Wardman. Not tardy, 35.

## WEST CENTRE.

FIRST TERM. — Gertrude A. Burtt, Grace L. Burtt, Gertrude E. Holt, Emma M. Phelps, Daniel and Timothy Murphy tardy but once.

SECOND TERM. — G. Louis Burnham, Melville P. Burnham, Gertrude A. Burtt, Grace L. Burtt, Grace W. Cutler (tardy once), Gertrude E. Holt, Daniel Murphy, Timothy Murphy, Emma M. Phelps, George G. Phelps, Ethel Trow, Ralph W. Trow.

THIRD TERM. — Roger Blood (tardy once), G. Louis Burnham, Gertrude A. Burtt, Gertrude E. Holt, Daniel Murphy, Timothy Murphy, Ralph W. Trow.

## OSGOOD.

FIRST TERM. — M. Stella Flint, A. Blanche Guppey.

SECOND TERM. — Eva M. Lovejoy, Amy B. Lovejoy, John L. Noyes, Sidney Grant.

THIRD TERM. — Herbert Gilman, Mabel Flint (tardy once).

## BAILEY.

FIRST TERM. — Winthrop Boutwell, Josie S. Boutwell, Anna M. Boutwell.

SECOND TERM. — Hattie L. Boutwell, Josie S. Boutwell, Anna M. Boutwell, Arthur J. Hardy, Emma G. Edwards, Alice M. Edwards.

THIRD TERM. — Emma G. Edwards, Alice M. Edwards, Minnie L. Edwards.

## ABBOTT.

FIRST TERM. — Eva Abbott, Nellie Fitzgerald, Lizzie Fitzgerald, Edith Hardy.

SECOND TERM. — Alma R. Bailey, Louise Bailey, Edith Hardy, Wessie Hardy.

THIRD TERM. — Lilla A. Abbott, Lizzie Fitzgerald.

## NORTH.

FIRST TERM. — Annie Luscomb.

SECOND TERM. — Henry Keefe.

THIRD TERM. — Annie Crowley, John Crowley.

## TABULAR STATEMENT.

| SCHOOLS. | TEACHERS. | Number of Terms. | Salary per Week. |
|---|---|---|---|
| CENTRAL GRAMMAR: | M. Abby Whitehouse (Prin.), - | 3 | $20 00 |
| 2d Department: | Mary F. Woodbridge, - - - - | 3 | 9 00 |
| 3d Department: | Carrie E. Berry, - - - - - | 3 | 9 00 |
| SOUTH CENTRE, | | | |
| 1st Intermediate: | Amy F. Battles, - - - - - | 1 | 9 00 |
| | Annie L. Locke, - - - - - | 2 | 9 00 |
| 2d Intermediate: | Ella F. Merrill, - - - - - | 3 | 9 00 |
| 1st Primary: | H. Maria Richardson, - - - - | 1 | 9 00 |
| | Amy F. Battles, - - - - - | 2 | 9 00 |
| 2d Primary: | Abbie A. Richardson, - - - - | 3 | 9 00 |
| | Hattie E. Harnden (Assist.), - | 2 | 6 00 |
| | | 1 | 8 00 |
| ABBOTT VILLAGE, | | | |
| Intermediate: | Mary A. Copeland, - - - - - | 3 | 9 00 |
| Primary: | Mary E. Carter, - - - - - | 3 | 9 00 |
| PHILLIPS: | Etta Holt, - - - - - - - - | 3 | 9 00 |
| HOLT: | Mary E. Holt, - - - - - - - | 3 | 9 00 |
| SCOTLAND: | Ella A. Eaton, - - - - - - | 3 | 9 00 |
| BALLARD VALE, | | | |
| Senior: | M. Alice Jaquith, - - - - - | 3 | 9 00 |
| Intermediate: | Caroline T. Manning, - - - - | 3 | 9 00 |
| Primary: | Mary F. Browne, - - - - - | 3 | 9 00 |
| | Annie O. S. Clemons (Assist.), - | 2 | 6 00 |
| | | 1 | 8 00 |
| FRYE VILLAGE, | | | |
| Intermediate: | Jennie H. Greaves, - - - - - | 3 | 9 00 |
| Primary: | Mattie A. Jones, - - - - - | 3 | 9 00 |
| WEST CENTRE: | Hannah R. Bailey, - - - - - | 3 | 9 00 |
| OSGOOD: | Mary E. Manning, - - - - - | 3 | 9 00 |
| BAILEY: | Fannie A. Hardy, - - - - - | 3 | 9 00 |
| ABBOTT: | Martha A. Manning, - - - - | 2 | 8 10 |
| | | 1 | 9 00 |
| NORTH: | Emma L. Ward, - - - - - - | 2 | 8 10 |
| | Helen W. Battles, - - - - - | 1 | 8 10 |
| MUSIC TEACHER, | Edward Butterworth, - - - - | 3 | 9 00 |

## AVERAGE MEMBERSHIP AND

| SCHOOLS. | Per cent. of Attendance for the Year. | AVERAGE |
|---|---|---|
| Central Grammar: | 94.9 | Membership, - - -<br>Attendance, - - |
| So. Centre, 1st Intermediate: | 93.9 | Membership, - -<br>Attendance, - - |
| 2d Intermediate: | 90.7 | Membership, - - - -<br>Attendance, - - - - - |
| 1st Primary: | 92.2 | Membership, - - - - -<br>Attendance, - - - - - |
| 2d Primary: | 88.9 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Abbott Village, Intermediate: | 95.8 | Membership, - - - -<br>Attendance, - - - - - |
| Primary: | 92.7 | Membership, - - - -<br>Attendance, - - - |
| Phillips: | 90.5 | Membership, - - - -<br>Attendance, - - - - |
| Holt: | 78.3 | Membership, - - - - - -<br>Attendance, - - - - - |
| Scotland: | 91.6 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Ballard Vale, Senior: | 92.7 | Membership, - - -<br>Attendance, - - - |
| Intermediate: | 88.2 | Membership, - - -<br>Attendance, - - - |
| Primary: | 90.3 | Membership, - -<br>Attendance, - - - - |
| Frye Village, Intermediate: | 97.1 | Membership, - - - -<br>Attendance, - - - - |
| Primary: | 95.7 | Membership, - - - - - -<br>Attendance, - - - - - - |
| West Centre: | 89.4 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Osgood: | 91.2 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Bailey: | 95.4 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Abbott: | 90.0 | Membership, - - - - - -<br>Attendance, - - - - - - |
| North: | 87.5 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Total Average, | 91.35 | |

## ATTENDANCE OF SCHOLARS.

| MONTH. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1st. | 2d. | 3d. | 4th. | 5th. | 6th. | 7th. | 8th. | 9th. |
| 96. | 97. | 93.25 | 120. | 121.25 | 122. | 117.9 | 116.4 | 112.32 |
| 93. | 92. | 88.3 | 116.13 | 118.38 | 117.78 | 111.35 | 105.53 | 103.15 |
| 37.8 | 35.65 | 34.96 | 43. | 43.5 | 44.5 | 31.65 | 44.25 | 41.96 |
| 34.48 | 31.95 | 33.4 | 41. | 41.55 | 42.55 | 30.35 | 40.75 | 39.74 |
| 34.15 | 35. | 34.8 | 31.5 | 32.2 | 31.35 | 34. | 34.5 | 33.2 |
| 31.4 | 32.25 | 32. | 29.45 | 31.7 | 29.80 | 30. | 28.2 | 28.1 |
| 44.8 | 44.75 | 44.55 | 44. | 44.25 | 45.3 | 45.78 | 44.15 | 46.66 |
| 41.98 | 41.10 | 41.02 | 44.5 | 40.7 | 43.3 | 41.3 | 36.93 | 41.87 |
| 68. | 78.25 | 80.5 | 80.4 | 75.55 | 77.78 | 79.3 | 73.63 | 66.34 |
| 64.63 | 69.2 | 73.35 | 79.3 | 70.35 | 74.75 | 72.1 | 44.3 | 56.87 |
| 35.65 | 34.15 | 34. | 38. | 37. | 36.23 | 36.75 | 37. | 34.73 |
| 34. | 32.4 | 31.9 | 37.25 | 36.85 | 35.2 | 34.85 | 34.4 | 31.1 |
| 56.15 | 56. | 56. | 56.25 | 54.75 | 52.5 | 53.2 | 52.65 | 54. |
| 53.05 | 50.95 | 52.74 | 54.85 | 52.13 | 50.5 | 50.37 | 44.12 | 47.35 |
| 22. | 23.5 | 22.64 | 20.05 | 20.5 | 19.35 | 18.5 | 18.5 | 19.4 |
| 21.2 | 21.65 | 21.24 | 19.35 | 17.7 | 18.14 | 16.6 | 15. | 16.4 |
| 18.95 | 20.25 | 24.35 | 21.13 | 18.9 | 17.6 | 15. | 10.1 | 13.8 |
| 15.40 | 16.25 | 16.98 | 17.98 | 14.9 | 13.6 | 14.28 | 6. | 9.98 |
| 22. | 22. | 22. | 19. | 19. | 19. | 19.75 | 21.35 | 22. |
| 20.88 | 21.1 | 21.15 | 17.97 | 17.86 | 18.39 | 19. | 19.52 | 14.65 |
| 24. | 24.15 | 24.25 | 28.15 | 28. | 29.75 | 28.25 | 29.75 | 28.5 |
| 22.85 | 22.75 | 22.41 | 27.67 | 26.57 | 28.65 | 26.63 | 26.93 | 26.4 |
| 30. | 31. | 29. | 35. | 39. | 39. | 38. | 38. | 36. |
| 28. | 29. | 26. | 32. | 33. | 37. | 32. | 30. | 31. |
| 66.5 | 79.5 | 82.5 | 81. | 80.7 | 84.2 | 71.5 | 73.5 | 77.6 |
| 61.3 | 71. | 75.4 | 75.8 | 74.9 | 76.6 | 64.3 | 63.8 | 66.6 |
| 35.5 | 35.35 | 36. | 39.55 | 38. | 38.75 | 38.25 | 40.65 | 40. |
| 34.55 | 34.38 | 34.86 | 39.05 | 37.05 | 38.65 | 37.5 | 37.8 | 38.35 |
| 52.6 | 54.1 | 55.25 | 54. | 46.2 | 44.1 | 44. | 41.2 | 40.25 |
| 50.63 | 51.7 | 52.25 | 53.2 | 45.4 | 43.1 | 43.1 | 38.33 | 35.75 |
| 30.65 | 33.5 | 34. | 38.5 | 40. | 39.2 | 35. | 35. | 33.4 |
| 28.28 | 29.8 | 32.4 | 35.95 | 35.5 | 34.32 | 32.22 | 29. | 28.2 |
| 20.3 | 21.78 | 20.11 | 20.17 | 21.25 | 20.95 | 21. | 20. | 19.35 |
| 18.8 | 20.1 | 17.16 | 18.4 | 18.98 | 19.73 | 20.35 | 17.82 | 17.35 |
| 13.65 | 13.85 | 14. | 16. | 16. | 16.5 | 16. | 16. | 16. |
| 12.83 | 13.45 | 13.4 | 15.45 | 15.45 | 15. | 15.65 | 15.55 | 14.88 |
| 12. | 15. | 14.2 | 11. | 13. | 13. | 12. | 12. | 12. |
| 11. | 13.2 | 13. | 11. | 11. | 13. | 12. | 9. | 10. |
| 6. | 7. | 7. | 5.75 | 7. | 7. | 8. | 8. | 8. |
| 5.53 | 6.5 | 6.5 | 4.8 | 4.93 | 6.18 | 7.33 | 6.7 | 7.34 |

# ORGANIZATION OF SCHOOL COMMITTEE FOR 1886–87.

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| | |
|---|---|
| Luther G. Sheldon, Chairman, | Term expires, 1889. |
| E. Francis Holt, Secretary, | Term expires, 1887. |
| Felix G. Haynes, Auditor, | Term expires, 1888. |

Sub-Committee on :

Grammar, South Centre, Abbott Village, and Phillips Schools, Luther G. Sheldon.

Ballard Vale, Scotland, and Holt Schools, Felix G. Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North Schools, E. Francis Holt.

# REPORT

OF THE

# TRUSTEES OF THE PUNCHARD FREE SCHOOL.

# REPORT.

The Visiting Committee would report, in behalf of the Trustees of the Punchard Free School, that an effort has been made to meet the wishes of certain petititioners of the town of Andover for a change in the course of studies pursued in the school. While it did not seem wise to the Committee to lower the grade of scholarship for those students who intend to take the four years' instruction, they have respectfully considered the request of parents and others, and have provided a course in English for that class of scholars which can remain in the school but a limited time.

The resignation of the Principal, Mr. William G. Goldsmith, after twenty-seven years of efficient service, and under whose careful training the school has achieved its success, was the occasion of regret both to the scholars and Trustees. Mr. D. T. Torrey was at once employed as Acting Principal for the remainder of the school year, and is doing good work. The Trustees have elected Mr. Charles H. Clarke, of Auburn, Maine, to succeed Mr. Goldsmith in the management of the school. He will begin his work here in September.

Miss Lillie R. Hammond, First Assistant, has also resigned, and her place will be temporarily filled by Miss Mabel F. Smith, a recent graduate of the school. During Miss Locke's absence her classes have been under the care of Miss Lizzie Tyler, who will remain in the school until Miss Locke's return.

JOHN J. BLAIR,
LEVERETT BRADLEY,
GEO. H. POOR,
VISITING COMMITTEE.

## TERMS.

SUMMER TERM, from March 25, 1885, to June 13, 1885.
AUTUMN TERM, from September 2, 1885, to November 21, 1885.
WINTER TERM, from November 30, 1885, to March 9, 1886.

## SCHOOL STATISTICS.

| | Summer Term. | Autumn Term. | Winter Term. |
|---|---|---|---|
| Length of School, in days, | 59 | 56 | 61 |
| Average membership, | 68 | 72 | 66.3 |
| Average attendance, | 65.1 | 70.2 | 65.3 |

Items furnished for State Annual Report from April 1885, to April 1886:

1. Length of School, 9 months.
2. Number of different pupils attending the School during the year, 93
3. Number of different pupils not enrolled in some other school in town attending during the year, 65
4. Of the latter number over 15 years of age, 65
5. The number between 8 and 14, 0
6. Average membership for the year, 68.7
7. Average attendance for the year, 66.7

## THE FIRST TWENTY-FOUR.

SUMMER TERM.

| | | | |
|---|---|---|---|
| 1. Nellie W. Battles, | 2514 | 13. Annie M. Bailey, | 2405 |
| 2. Mary F. Mason, | 2508 | 14. Jennie S. Abbott, | 2400 |
| 3. Edith A. McLawlin, | 2505 | 15. Maggie C. Donovan, | 2398 |
| 4. Alice M. Gage, | 2503 | 16. Lucy A. Roach, | 2391 |
| 5. May B. Hardy, | 2502 | 17. Maggie E. Murphy, | 2389 |
| 6. Clara J. Baldwin, | 2490 | 18. Addie F. Perkins, | 2372 |
| 7. Anna B. Abbott, | 2474 | 19. Mary M. Poor, | 2371 |
| 8. Emma L. Cole, | 2471 | 20. Grace A. Langlands, | 2367 |
| 9. George M. Dean, | 2448 | 21. Louise B. Burnham, | 2366 |
| 10. Granville K. Cutler, | 2446 | 22. Elsie L. Gilbert, | 2365 |
| 11. Fanny Bancroft, | 2431 | 23. Sarah A. Fortis, | 2360 |
| 12. Cora F. Mayer, | 2420 | 24. John J. Driscoll, | 2360 |

Maximum, 2540. To obtain the per-cent of a scholar, divide the number opposite the name by 25.2.

AUTUMN TERM.

| | | | |
|---|---|---|---|
| 1. Mary F. Mason, | 2442 | 13. Annie I. Buchan, | 2366 |
| 2. Alice M. Gage, | 2436 | 14. Carrie P. Hayward, | 2356 |
| 3. A. Josephine Beard, | 2421 | 15. Fred D. Hayward, | 2352 |
| 4. Emma L. Cole, | 2415 | 16. Agnes C. Morrison, | 2350 |
| 5. George M. Dean, | 2408 | 17. Arthur G. Cummings, | 2347 |
| 6. Mary L. Graffam, | 2403 | 18. Eva E. Abbott, | 2346 |
| 7. Grace A. Langlands, | 2400 | 19. Jennie B. Carpenter, | 2340 |
| 8. John V. Holt, | 2382 | 20. May B. Hardy, | 2323 |
| 9. Jennie S. Abbott, | 2381 | 21. Edith M. Randall, | 2321 |
| 10. Florence I. Abbott, | 2377 | 22. Margaret A. Nolan, | 2308 |
| 11. Clara E. Moody, | 2371 | 23. Mabel Paradise, | 2300 |
| 12. Mary A. Hurley, | 2369 | 24. Nellian G. Kimball, | 2300 |

Maximum, 2460. To obtain the per-cent of a scholar, divide the number opposite the name by 24.6.

WINTER TERM.

| | | | |
|---|---|---|---|
| 1. Alice M. Gage, | 2598 | 13. Charles W. Tucker, | 2543 |
| 2. Clara E. Moody, | 2598 | 14. Annie I. Buchan, | 2542 |
| 3. Mary F. Mason, | 2594 | 15. Mary A. Hurley, | 2536 |
| 4. Florence I. Abbott, | 3593 | 16. Grace A. Langlands, | 2517 |
| 5. Mary L. Graffam, | 2590 | 17. Carrie P. Hayward, | 2513 |
| 6. Jennie B. Carpenter, | 2589 | 18. Jennie S. Abbott, | 2512 |
| 7. Emma L. Cole, | 2571 | 19. May B. Hardy, | 2495 |
| 8 Arthur G. Cummings, | 2565 | 20. Alice M. Hinton, | 2489 |
| 9. A. Josephine Beard, | 2565 | 21. Agnes A. Spinney, | 2481 |
| 10. Eva E. Abbott, | 2556 | 22. Sarah A. Fortis, | 2477 |
| 11. John V. Holt, | 2554 | 23. Fred D. Hayward, | 2473 |
| 12. George M. Dean, | 2548 | 24. Bessie M. Walker, | 2469 |

Maximum, 2620. To obtain the per-cent of a scholar, divide the number opposite the name by 26.2.

## ROLL OF HONOR.

Pupils who have received perfect marks in deportment, and who have not been absent or tardy.

| Summer Term. | Fall Term. | Winter Term. |
|---|---|---|
| Jennie S. Abbott, | Eva E. Abbott, | Eva E. Abbot, |
| S. Agnes Abbott, | Florence I. Abbott, | Florence J. Abbott, |
| Annie M. Bailey, | Jennie S. Abbott, | Jennie S. Abbott, |
| Clara J. Baldwin, | S. Agnes Abbott, | S. Agnes Abbott, |
| A. Josephine Beard, | Annie M. Bailey, | Annie M. Bailey, |
| Emma L. Cole, | A. Josephine Beard, | A. Josephine Beard, |
| Granville K. Cutler, | Alice B. Cheever, | Annie J. Buchan, |
| George M. Dean, | Mary L. Cogswell, | M. Winnie Burt, |
| Alice M. Gage, | Emma L. Cole, | Jennie B. Carpenter, |
| Elsie L. Gilbert, | Arthur J. Cummings, | Emma L. Cole, |
| May B. Hardy, | George M. Dean, | Arthur G. Cummings, |
| Grace A. Langlands, | Mabel S. Flint, | Alice C. Dean, |
| Harry B. Low, | Alice M. Gage, | Mabel S. Flint, |
| Dora L. Mason, | Perley F. Gilbert, | Sarah A. Fortis, |
| Mary F. Mason, | Carrie P. Hayward, | Alice M. Gage, |
| Cora F. Mayer, | Fred D. Hayward, | May B. Hardy, |
| Edith A. McLawlin, | Alice M. Hinton, | Fred. D. Hayward, |
| Agnes C. Morrison, | Mary A. Hurley, | Ida J. Holt, |
| Nora J. Murphy, | Ida J. Holt, | John V. Holt, |
| Maggie E. Murphy, | John V. Holt, | Alice M. Hinton, |
| Addie L. Wardwell. | Benjamin Jenkins, | Mary A. Hurley, |
| | Grace A. Langlands, | Grace A. Langlands, |
| | Mary F. Mason, | Mary F. Mason, |
| | Clara E. Moody, | Agnes C. Morrison, |
| | Agnes C. Morrison, | Margaret A. Nolan, |
| | Maggie E. Murphy, | Agnes A. Spinney, |
| | Margaret A. Nolan, | Marion L. Stott. |
| | Agnes A. Spinney, | |
| | Addie L. Wardwell. | |

# COURSE OF STUDY.

## First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| English Literature. | Reviews. | Mental Philosophy. |
| Geology. | Astronomy. | Physiology. |
| | | English Composition. |

## Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | French. |
| Physical Geography. | Mental Philosophy. | Mental Philosophy. |
| Trigonometry. | Rhetoric. | English Literature. |
| Chemistry. | Chemistry. | Chemistry. |

## Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| English History. | French History. | Civil Government. |
| Geometry. | Geometry. | Geometry. |
| Natural Philosophy. | Natural Philosophy. | Botany. |

## Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin. | Latin. | Latin. |
| Commercial Arithmetic. | Book-keeping. | Physiology. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | General History. |

# ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1886–87.

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President, Rev. John J. Blair.

Sec. and Treas., George H. Poor.

Visiting Committee:
Rev. John J. Blair,
Rev. Leverett Bradley,
Rev. F. W. Greene.

Prudential Committee:
George Gould,
Samuel H. Boutwell.

Auditing Committee:
George Gould,
Horace H. Tyer.

# REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

# TOWN OF ANDOVER,

FOR THE YEAR 1886-87.

ANDOVER:
PRINTED BY WARREN F. DRAPER.
1887.

# REPORT.

THERE is no interest in this town of such commanding importance as our public schools. While "Ignorance is barbarism," every worthy citizen should be alarmed when children are left in the streets to grow up without the instruction and discipline afforded by our system of free public schools. Hence, in this town, the most ample means are generously provided annually to furnish every child of suitable age with the advantages of a thorough practical knowledge of such studies as will best fit each to act well his or her part as a worthy citizen — an intelligent, useful, and respectable member of society at large. Upon the School Committee is devolved the care of this weighty and far-reaching responsibility.

In reporting upon their work for the past year, they will only be able to touch upon some of the more important items that have arrested their attention and secured their harmonious action.

I. SCHOOL-HOUSES. — While such large discretion and generous confidence are placed in the School Committee in regard to the expenditure of moneys for the improvement of school buildings, they have endeavored to keep their eye on the public need, the health of the children, and the highest benefit of the schools.

To this end have the improvements within and about the Grammar School building been made the past season. The playground has been thoroughly under-drained, the basement freed from its unhealthy dampness, and such grading about

the rear doors as would prevent the inflow of water from severe easterly storms. It is to be hoped that these much needed improvements will remove some, if not all, of the many complaints in regard to the unsuitableness of this location for a public school.

The schoolroom in charge of Miss Harnden, in the South Centre, has been entirely remodelled — the old double desks removed, and single ones from the room below substituted, blackboards lowered, aisles widened, the room newly painted, ventilated, and made much more convenient and attractive; thus adding greatly to the comfort and health of the little ones there gathered. Double windows have been placed on the cold sides of the main building, thus rendering the present heating fixtures sufficient for the comfort of all.

The old unused schoolhouse in Abbott Village has been thoroughly overhauled and repaired. It is now a neat and convenient room, holding about thirty-six pupils, and was put in its present condition with but little expense. It was a much needed improvement. We now have three comfortable schoolrooms, instead of two overcrowded ones, as formerly. Other necessary repairs and minor improvements have been made in the various buildings as the Committee have deemed expedient, and still there is much that may be done to remove unpleasant surroundings and improve the sanitary condition of our school buildings, to say nothing of beautifying the grounds, and of rendering the schoolroom itself more attractive and enjoyable to the young.

II. Teachers. — The School Committee have not only the sole power to determine who shall teach the public schools, but upon them devolves the responsibility of deciding the necessary qualifications requisite for this position. That they should never be mistaken in their judgment or selection, when these qualifications are so many and varied and deliacte, is not to be expected. Teachers well fitted for one school, or one grade, may be ill-adapted to another and different position; and thus new and untried individuals

may not always succeed in their best endeavors, and yet afterwards, under new circumstances, may become adepts.

Your Committee are happy to state that, for the most part, the teachers employed the past year have labored faithfully and successfully, and well deserve the hearty commendation and gratitude of parents and children for their earnest efforts to secure to their pupils the greatest benefit that the public school can confer. A more particular notice will be given in connection with the remarks upon the several schools and the changes that have taken place in them the past year.

III. Public Schools. — A very large per cent of our scholars graduate directly from our public schools into the practical duties and burdens of domestic or business life. All the direct and personal aid in their education they ever receive, outside of home, they must get here. Hence the necessity that the instruction obtained be of the highest order, and with special reference to the stern and practical relations of maturer life. Teaching is but a part of the work of the schoolroom. Important as it is, it must be supplemented by a wise, kind, and thorough discipline, which will permeate the very atmosphere of the place. It must secure attention, order, neatness, obedience, and respect, without noise or friction. It will thus obtain the greatest possible amount of systematized work on the part of the pupil in the accomplishment of the aim and end of study. And, as children are influenced more by example than by precept, our public schools should furnish models of excellence in these respects. In thought, in language, in conduct, in the whole bearing and character, the presiding genius of this place should be the personification of a polite, high-minded, virtuous, and noble soul — a standard of excellence in all that goes to make up an honorable, useful, and intelligent life. Such a being, in daily contact with the young mind and heart in the work of education, stimulating thought, imparting information, correcting evil habits, and inculcating noble virtues, cannot but possess magnetic and winning power for good.

Yet, in so complicated a system, where there are so many factors to be considered, where it is so difficult for pupils and parents to work all in harmony, we must expect many failures of perfect success in our endeavors and hopes. Still, our public schools, with all their imperfections and drawbacks, are among the grandest agencies existing for the conservation of our industries, our intelligence, and our republican institutions. They cannot be fostered with too much care and solicitude. Everything connected with their prosperity and highest usefulness should engage the earnest attention of their patrons and guardians. And while we are not satisfied with our present attainments, we hope in the near future, with additional facilities and a less crowded period of study, a much higher grade will be reached, and our pupils will graduate from our Grammar school an honor to themselves, their parents, and the town.

IV. Methods of Instruction. — Your Committee are pleased to find an increasing self-reliance manifested by many teachers — a determination to thoroughly equip themselves for imparting the maximum of instruction outside of the text-book, readily relying upon their accurate and extensive research and familiarity with the studies to be taught to inject into each recitation some new and important thought; thus awakening interest, securing attention, and imparting additional information outside that suggested by the study itself. Thus the child is taught indirectly, but none the less efficiently, by this suggestive method, that study is not merely committing to memory certain words and paragraphs, but the gathering into the mind of certain important and useful facts, which enables the pupil to think clearly, and express thought intelligently, in his own words, and not alone in the words of another. We hope to see all our teachers freeing themselves more and more from the old ruts of simple question and answer, and awaken, by their method of instruction, even in very young pupils, self-reliance, a spirit of independent inquiry, of original investigation. It may be very

simple, rudimental at first, but will start the mind out in search of knowledge, and pave the way to future and most useful and valuable acquisitions.

The custom of taxing the mind of the pupil with words, rather than with facts and ideas, we believe to be a great mistake. For, though the pupil may learn to use good language in so doing, when the particular words are forgotten the subject-matter has gone and the language too; but if he has fixed the facts in his mind, and expressed them in his own chosen words, he will retain them, and express them more perfectly and in better language at each repetition; and this is what every child, however young, does every day in regard to its ordinary observation. He sees and hears, and then tells others what he has seen and heard in his own way, until he becomes an expert in narrative, and his memory retains what is important.

The Committee have thought it wise to supply the primary schools with such material as would aid in securing their attention and quiet, even before they are old enough to commence the study of books. They also believe that such aids to the acquisition of knowledge as are being introduced by our best educators should be found in all our public schools, and that thus our methods of instruction should keep pace with advanced thought and practice elsewhere. It is not true "that what was good enough for the fathers is good enough for their children." "The world moves." Improvements are the order of the day in every department of labor, and no less in the processes of imparting and securing knowledge. We are dealing more and more with the practical needs of an active business life, and less with theory and embellishment. Let us turn our eyes and thoughts in that direction.

Your Committee think that our boys and girls should be prepared while in school to enter upon the work of life with some proper conception of simple business methods and habits. They should not only be proficient in the rudimental branches of a common school education, and well advanced

in the fundamental principles of mathematics, but should be able also, before leaving school, to keep an accurate and intelligible account of the ordinary business transactions of daily life, make out bills, receipts, etc. correctly, and thus early in life imbibe the habit of knowing how they stand financially with the world, and of transacting business in a business-like manner. To this end they will introduce in the higher grades a simple method of book-keeping, — one easily understood and put in practice, — hoping thereby to induce habits of systematic economy and thrift at the very threshold of active life. Such habits, ingrained thus early in life, will be of incalculable value in securing prosperity in after years.

Not only should your Committee acquaint themselves with the more recent and the best methods of instruction, but all who aspire to the honorable distinction of teaching the young in our district schools should perfect themselves by Normal School training and familiar acquaintance with schools noted for their high standing as educators of the of the young. A public school teacher should be ashamed, in these days, to stand simply as an automaton, and ask questions, and receive imperfect answers from an inattentive pupil.

V. Selection of Studies. — While a reasonable allowance may be made to teachers and pupils in regard to their preferences, yet when the Public Statutes or the School Committee have required a thorough study of any particular branch of science, it is a breach of confidence, at least, if the choice of the teacher or pupil consigns said study to an inferior position in the list, or gives it the go-by. Each appointed subject of investigation should be treated in the most thorough manner. And especially should this be so when the topic is connected with the physical and moral welfare of the pupil, and when the future weal of society depends largely upon carrying out in good faith a provision of the Public Statute. It has been enacted that "special

instruction as to the effects of alcoholic drinks, stimulants, and narcotics on the human system shall be taught as a regular branch of study *to all pupils* in all schools," etc. And the School Committee have supplied text-books adapted to the capacity of the several grades for the purpose of carrying out in good faith this requirement. It is therefore expected that this subject shall be made to take its regular place in the list of studies taught in our schools, and that the pupils shall be so thoroughly taught that they can pass an examination in this as in other branches of study, and that the lesson shall be so enforced by the hearty sympathy of the instructor that the child shall not undervalue the importance of the principles taught.

VI. Regularity of Attendance.— Your Committee much regret the necessity of discussing this topic. But as our registers admonish us that the per cent of attendance the past year is even less, on the whole, than it was the year before, we feel it would be a criminal neglect of duty if we should fail to call the attention of parents and children and teachers to this most serious failing.

The Secretary of the Board of Education says: "No thoughtful parent will plan his affairs in the house, in the shop, or on the farm so as to require his child to break up into fragments the short time of his school life." And when we consider that a single day's absence, and the consequent loss of lessons, takes away from the child the necessary steps to an intelligent advance with his or her class, and that thus the child is in a degree incapacitated to keep along without being more or less a drag upon the regular attendants, beside fostering the habits of carelessness, indolence, and a general irregularity of conduct, we see that these frequent absences are an immense injury not only to the individual pupil, but to the school at large. And what shall we say when the child's imaginary indisposition or whim or dislike of application is indulged by the too credulous and thoughtless parent? It should be settled as the basis of all correct

action *that the children must be in school.* Under no ordinary circumstances should the child be permitted to remain away in term-time. Every day he should be promptly on hand. A legitimate excuse should only be found in a providential interference over which the parent has no control.

In view of so many absences and so many tardy-marks, it is a pleasant relief to turn to the many pupils who have gained the proud distinction of being neither tardy nor absent during the entire term or year. Such scholars richly deserve a medal of gold; and the Committee only wish their compensation was such that they could bestow it upon each and every child who has so nobly striven to be in his or her place every school day in the term or year. All honor to this worthy band. We sincerely hope that the next year will increase this goodly number fourfold, and that parents and children will vie with each other in bringing about a result so essential to the highest benefit to the scholar and the school.

Vocal Music. — In submitting this Report for the past year, it affords me great pleasure to state that there has been a decided improvement in some of the schools in the study of music. I wish to speak in particular of the Central Grammar. In my Report of last year I could not conscientiously speak very favorably of the work done in this school. But the work that is being done this year by both teachers and pupils is very satisfactory. There are a few of the schools in town where we do not have very good singing. In these schools it is rather unfortunate that the regular teachers cannot follow out daily the instructions given by the music teacher. The Phillips scholars are doing well this year — are singing two-part songs. In the outlying schools the best work is done in the Fall and Winter Terms. The irregular attendance of the scholars, and the great difference in age, are the chief difficulties we have to contend with. We can always get better results in music from a graded school, or where the pupils are of nearly the same age. I can still speak favorably of the National Music Course, now in use in your schools. I

have also examined the New Series of Music Readers, and can cheerfully recommend them. They are thoroughly educational. I hope that it will be possible to have the New Series take the place of the old ones next year.

PROPRIETORS' FUND. — The interest of this Fund ($96) has been paid by the Treasurer, and the same has been deposited in the Savings Bank. The Committee have expended in the interest of the schools the sum of $130.00. There still remains in the Bank to our credit $201.95.

## CENTRAL GRAMMAR, SOUTH CENTRE, ABBOTT VILLAGE AND PHILLIPS SCHOOLS.

The Central Grammar School has enjoyed the labors of the distinguished teachers named in the tabular statement for the past year. Each department has maintained its usual reputation for good discipline and thorough instruction in the branches of study assigned, and commendable progress has been made by most of the pupils. Yet it is painfully evident that the past tendency to press into these departments on a relatively low grade has been detrimental to many of the pupils, and to the high standing which the Grammar School ought to occupy. The necessity of raising the grade for admission to these different departments is especially evident now that the Punchard School has made so high a per cent as sixty in *each study* the basis of admission to its privileges. As so large a proportion of the pupils in the Grammar School finish their education there, it becomes so much more important that the pupils entering be farther advanced in their grade before admission, or spend more time in a thorough mastery of the studies attended to. If another year shall be added to this department of our public school education, we think that the difficulty will be remedied.

In the South Centre, First Intermediate, Miss Locke, on account of ill health, was obliged to resign in the middle of the term, but found a worthy successor in Miss Meldrum, who closed the last year with credit to herself and to the

entire satisfaction of the Committee. At the commencement of the present school year Miss Susan M. Wilbur was assigned to this school, and has amply justified the choice of the Committee by her subsequent management. The resignation of Miss Amy F. Battles compelled the Committee to place a new teacher in the First Primary. Miss Mary E. Carter, at her request, and for her convenience, was deservedly transferred from the Abbott Village Primary, and has worthily sustained her former reputation in her new position. Each of the South Centre schools have successfully pursued their usual course of study, and have required no interference on the part of the Committee in their general management.

In the Abbott Village Intermediate Miss Mary A. Copeland having resigned, Miss Meldrum was transferred to the charge of this school, and the Committee are pleased to find that she has amply sustained her former reputation. Miss Emma Gould was given the place of Miss Carter in the Primary, and Miss Gertrude Mason the situation held by Miss Eaton, who took a school in Ballard Vale. Each of these schools in Abbott Village has moved on quietly and harmoniously; and the teachers have labored with commendable success in maintaining the former high reputation gained for good behavior and improvement in scholarship.

The Phillips school was placed in the hands of Miss Martha A. Manning. It has considerably increased in number of pupils. The general appearance of the school, both in respect to discipline and improvement in study, has made creditable advance. It is to be hoped that this school may soon be transferred to a more desirable and attractive location. The only reason why a thorough renovation has not been undertaken is the pleasing prospect that such a change will ere long be made.

These schools have all shortened their Spring vacation to one week, enabling them to close one week in advance, and thus obviating the necessity of crowding the examinations of all the schools into one week. Also a short vacation, in compliance with a widely extended wish of parents, teachers,

and pupils, was granted in connection with the festivities of Christmas, on condition that it should not shorten the school term. The Committee are pleased with the result.

## SOUTH SCHOOLS.

The Ballard Vale schools, in common with those in the other villages in town, have increased very rapidly. The number attending these schools in the year 1880 was one hundred and twenty-six; last year, 1886, one hundred and eighty-seven — a gain in that time of sixty-one. There are not many new features to note in regard to them for the past year. The attendance has been generally good, the services of the truant officer having been required in but few instances, and the number of habitual truants less than for any year since 1880. The interest has been about up to the usual standard. The Grammar department has been for several years under one teacher, and during that time has gained a very excellent reputation; and your Committee were reluctant to make a change, but were compelled to do so. And for once, we are happy to say that the school suffered no serious consequences in this connection. The importance of this school cannot be overestimated; and we can but regard it at the present time as in every respect all that could be desired. Under the present administration of this department there have been several new methods introduced, and some marked improvements made, which have been highly beneficial. The character of the recitations is far superior, and serves to draw out the ideas of the scholars much better, in our opinion, than the old method. The most serious detriment to the recitations is the low tone of voice of many of those reciting. If this cannot be helped, it is excusable; but we question if such a tone is used either at home or at play.

The annual examination in the Intermediate was the best in that room for some time. The whole year's work, however, cannot be regarded as quite up to its usual standard. This school requires a very strict, and perhaps it may be said a rigid,

discipline; and whenever it is in charge of a teacher who distinctly understands this, and requires the pupils to observe at all times strict obedience to the necessary rules, it has never failed of doing good work, and all that is expected of any school of this grade. It is composed of smart, energetic scholars, and is now in good hands and doing finely.

The great advantage of two distinct divisions in the Primary is now being felt more forcibly than at any time before. The younger portion, under an assistant, are evidently contented, happy, and pleased with the idea of school life. The tender age of nearly all requires a homelike discipline, and no harsh measures are required or used. All seem willing to conform to the simple rules and regulations, and considerable ambition to excel is noticed in some of the classes.

In the other room more is required; and, having more time devoted to them by the teacher, they have progressed far beyond what was formerly required of this grade. The very great improvement in arithmetic and writing is very creditable to teacher and pupils. We cannot recall the year when more or better work was done in this school, neither can we speak too highly of the advantages that are offered the younger scholars in this village. There is certainly no school that is doing more to train the children in the right direction; and we believe, in saying this, that we voice the sentiment of all the patrons.

The building is in good repair, and has been comfortable and pleasant even in the most inclement weather. It is convenient and central, but that is about all. It is a pity that the location is such that there can be no playground only in the public streets; and the close proximity to the railroad sadly interferes with the quiet that usually pervades a schoolroom, and interrupts frequently the recitations and other exercises. Not only this, but the mingling of the older pupils with those who frequent stations as a place of loafing has a very injurious effect not only on themselves, but its influence is felt among the scholars in all the schools. We see, however, no remedy, and only ask that people will take these

things into consideration, and not attribute to the school what belongs elsewhere.

The Scotland has long been regarded as a very successful school. It furnished more pupils for the Punchard during five successive years than any mixed school in town. It has enjoyed the benefits of a very faithful and experienced teacher for a number of years, and all will regret that ill health compelled a change, and it became necessary to employ another for the Winter Term. The school under her charge has evidently made its usual advancement, and everything is working satisfactorily. It should be borne in mind that different teachers have different methods, and people will have different ideas regarding these methods. Sometimes a change is beneficial, sometimes not. It takes some time for pupils to get familiar with new requirements, and it is not always easy to conform to them, if they differ much from the usual routine duties of former teachers. It is necessary that a new teacher should be firm in regard to discipline, and in many cases a school is benefited by it. With long service the teacher learns the disposition and habits of the scholars, and at the same time the scholars learn the methods of the teacher, and then both can work together harmoniously. The success of any teacher is due largely to the support received from scholars and parents; and your Committee are unanimous in the opinion that this school is deserving of praise, and will compare favorably with former years.

The situation at the Holt remains practically unchanged. The teacher is worthy of her position, and she apparently receives the unanimous approval of the district. There being less advanced scholars, the school does not appear quite as well to a casual observer. Yet, if these are lacking, the number of scholars has increased somewhat, and the teacher's time is fully occupied with classes which a school of this kind requires. There are but few districts in town where a better class of scholars are to be found. Naturally well-behaved, they seem to understand what is expected, and

most of them are studious and ambitious; and your Committee regard the recitations in this school as among the best in any of the schools which have been visited this year.

## WEST PARISH SCHOOLS.

The school building at Frye Village has been so remodelled as to contain three rooms, instead of two as heretofore; enabling us to apportion the work to be done in a manner much more desirable and satisfactory, giving the pupils two years in each room, thus avoiding such multiplicity of recitations, allowing additional time for each, and furnishing an excellent fitting for the Central Grammar school.

Additional to the remodelling of the interior, for which an appropriation of $800 was asked, and about $750 spent, it was found necessary to shingle the main building, and very desirable to repair thoroughly all the out-buildings. The old stoves, when submitted for repairs, were found to be completely worn, having been in use about twenty years, so that for two of the rooms both new stoves and pipe were found necessary. The entire amount expended was $1097.12; the item for blackboards, of $19.90, belonging to other schools. Your Committee are pleased to invite any who knew the buildings as they were to visit the same in their present condition, and decide for themselves whether their money has been judiciously expended. At the commencement of the Fall Term Miss Jennie H. Greaves was assigned the Senior, Emma L. Ward the Intermediate, and Mattie A. Jones the Primary departments. We feel that these schools are now well equipped for work. Teachers earnest, thorough, faithful in their labors; pupils constant, studious, enthusiastic in their studies; parents manifesting their interest in the children by filling the rooms almost to overflowing on examination days, and feeling abundantly repaid as they witness the zeal, promptness, correctness of all, and the especial delight of the little ones in the varied renderings assigned them.

In the West school, still fortunate in the retention of Miss Bailey as teacher, there is manifested still that thorough

detail in the impartation of knowledge which confines not to the text-book alone, but delights in searching for illustration, reciprocated by the pleasurable interest manifested in the reception of instruction which has long characterized this school. We are happy to state that on the part of some heretofore neglectful ones a marked improvement in attendance is noticeable. Hygiene as taught in this school seems a delight to all engaged.

Miss Mary E. Manning is still the guiding spirit in the Osgood school, and while under her guidance we feel confident the pupils thereof will be taught not only to avoid that which is wrong and useless, but aided and instructed in their earnest application to acquire that which shall prove right and useful. This school is still noticeable for the advanced age of many of the pupils attending during the Winter Term, and who are to be commended for their exemplary conduct while thus attending.

Miss Fannie A. Hardy, who for a score or more of years has so faithfully and acceptably presided over the Bailey, and to whose care and training parents and Committee intrusted with much pleasure and confidence their children and pupils, was obliged at the close of the Summer Term to resign her position on account of ill health. Miss Hardy's unremitting success lay largely in the fact of painstaking information concerning the best methods of instruction and furnishings to interest and assist her pupils. You expected to see a rounded finish to all that was undertaken. Her patience and assiduity with the duller pupils in her school was most commendable and praiseworthy.

Miss Nellie Boutwell, of some experience in an adjoining town, was appointed to the vacancy. Being for years a pupil of Miss Hardy's, she naturally acquired many of her methods and imbibed much of her enthusiasm; and we may confidently expect that such influences will have great weight in the success of her efforts.

Miss Martha A. Manning was called from the Abbott to Phillips school at the commencement of the Fall Term; and

to the vacancy thus caused we appointed Miss Anna E. Chase, who, in addition to many natural capabilities, brings to the work the advantages of the Normal School course at Salem, Mass., from the possession and application of which we look for most desirable results with little fear of disappointment.

The North has enjoyed for another year the services of Miss Helen W. Battles, who, though not a Normal graduate, was so intimately associated in school interests with one who was, that she intuitively imbibed much of the spirit inculcated thereby, and, with the last two mentioned, has succeeded, against the depressing influence of small attendance, in maintaining an interest in all that pertains to a successful school.

Respectfully submitted,

LUTHER H. SHELDON,
FELIX G. HAYNES,
E. FRANCIS HOLT,
School Committee.

# APPENDIX.

## SECRETARY'S STATISTICAL REPORT.

### CENTRAL GRAMMAR.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 64 | 59 | 64 |
| Whole number of scholars, | 118 | 124 | 128 |
| Over 15 years, | 18 | 19 | 1 |
| Between 8 and 14 years, | 85 | 101 | 98 |
| Neither absent nor tardy, | 11 | 41 | 13 |
| Number of visitors, | 15 | 29 | 23 |

### SOUTH CENTRE.

#### FIRST INTERMEDIATE DEPARTMENT.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 46 | 48 | 45 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 46 | 48 | 45 |
| Neither absent nor tardy, | 4 | 2 | 1 |
| Number of visitors, | 9 | 15 | 16 |

#### SECOND INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 40 | 38 | 37 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 40 | 36 | 37 |
| Neither absent nor tardy, | 5 | 7 | 2 |
| Number of visitors, | 8 | 6 | 8 |

FIRST PRIMARY.

| | 1st Term. | 2d Term. | 3d Term |
|---|---|---|---|
| Length of School, in days, | 65 | 59 | 64½ |
| Whole number of scholars, | 55 | 49 | 47 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 15 years, | 48 | 47 | 46 |
| Neither absent nor tardy, | 9 | 9 | 5 |
| Number of visitors, | 16 | 26 | 22 |

SECOND PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 91 | 83 | 82 |
| Under 5 years, | 1 | 0 | 0 |
| Between 8 and 15 years, | 22 | 19 | 26 |
| Neither absent nor tardy, | 7 | 6 | 1 |
| Number of visitors, | 35 | 32 | 48 |

## ABBOTT VILLAGE.

SENIOR.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 33 | 37 | 40 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 15 years, | 33 | 37 | 40 |
| Neither absent nor tardy, | 4 | 10 | 5 |
| Number of visitors, | 10 | 19 | 13 |

INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of school in days, | 65 | 60 | 65 |
| Whole number of scholars, | 33 | 36 | 40 |
| Between 8 and 14 years, | 20 | 13 | 19 |
| Neither absent nor tardy, | 2 | 8 | 3 |
| Number of visitors, | 16 | 17 | 14 |

PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 63 | 60 | 65 |
| Whole number of scholars, | 32 | 32 | 33 |
| Under 5 years, | 2 | 4 | 0 |
| Between 8 and 15 years, | 0 | 1 | 2 |
| Neither absent nor tardy, | 4 | 1 | 1 |
| Number of visitors, | 9 | 21 | 21 |

## PHILLIPS.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 65 |
| Whole number of scholars, | 22 | 32 | 26 |
| Over 15 years, | 0 | 0 | 0 |
| Under 5 years, | 1 | 0 | 0 |
| Between 8 and 14 years, | 17 | 15 | 21 |
| Neither absent nor tardy, | 4 | 3 | 2 |
| Number of visitors, | 21 | 23 | 9 |

## HOLT.

| | | | |
|---|---|---|---|
| Length of School, in days, | 63 | 59 | 65 |
| Whole number of scholars, | 21 | 22 | 17 |
| Over 15 years, | 1 | 0 | 0 |
| Between 8 and 14 years, | 14 | 15 | 13 |
| Neither absent nor tardy, | 0 | 9 | 1 |
| Number of visitors, | 8 | 6 | 9 |

## SCOTLAND.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 25 | 22 | 21 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 15 years, | 17 | 16 | 17 |
| Neither absent nor tardy, | 2 | 4 | 1 |
| Number of visitors, | 15 | 14 | 19 |

## BALLARD VALE.

### SENIOR.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 59 | 65 |
| Whole number of scholars, | 25 | 21 | 23 |
| Over 15 years, | 3 | 0 | 0 |
| Between 8 and 14 years, | 22 | 21 | 23 |
| Neither absent nor tardy, | 4 | 5 | 2 |
| Number of visitors, | 18 | 10 | 16 |

### INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 37 | 43 | 43 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 37 | 43 | 43 |
| Neither absent nor tardy, | 7 | 6 | 8 |
| Number of visitors, | 14 | 16 | 13 |

PRIMARY.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 96 | 89 | 81 |
| Under 5 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 39 | 28 | 28 |
| Neither absent nor tardy, | 14 | 13 | 8 |
| Number of visitors, | 12 | 14 | 11 |

## FRYE.

SENIOR.

| | | | |
|---|---|---|---|
| Length of School, in days, | 63 | 60 | 64 |
| Whole number of scholars, | 38 | 27 | 23 |
| Over 15 years, | 0 | 0 | 1 |
| Between 8 and 14 years, | 38 | 27 | 23 |
| Neither absent nor tardy, | 14 | 5 | 10 |
| Number of visitors, | 11 | 9 | 15 |

INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | * | 60 | 65 |
| Whole number of scholars, | | 29 | 27 |
| Over 15 years, | | 0 | 0 |
| Between 8 and 14 years, | | 28 | 27 |
| Neither absent nor tardy, | | 10 | 2 |
| Number of visitors, | | 10 | 12 |

* No school this term.

PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 45 | 42 | 42 |
| Under 5 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 17 | 9 | 13 |
| Neither absent nor tardy, | 18 | 6 | 6 |
| Number of visitors, | 14 | 16 | 21 |

## WEST CENTRE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 33 | 36 | 35 |
| Under 5 years, | 0 | 1 | 0 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 21 | 26 | 27 |
| Neither absent nor tardy, | 7 | 9 | 5 |
| Number of visitors, | 7 | 7 | 7 |

## OSGOOD.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 63½ | 59 | 64 |
| Whole number of scholars, | 19 | 27 | 24 |
| Under 5 years, | 0 | 2 | 0 |
| Over 15 years, | 0 | 0 | 2 |
| Between 8 and 14 years, | 16 | 22 | 19 |
| Neither absent nor tardy, | 2 | 1 | 2 |
| Number of visitors, | 25 | 8 | 12 |

## BAILEY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 69 |
| Whole number of scholars, | 20 | 18 | 13 |
| Over 15 years, | 0 | 0 | 0 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 11 | 11 | 10 |
| Neither absent nor tardy, | 5 | 7 | 2 |
| Number of visitors, | 13 | 14 | 11 |

## ABBOTT.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 64 |
| Whole number of scholars, | 13 | 17 | 10 |
| Under 5 years, | 0 | 1 | 0 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 5 | 4 | 4 |
| Neither absent nor tardy, | 3 | 5 | 4 |
| Number of visitors, | 12 | 13 | 14 |

## NORTH.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 65 |
| Whole number of scholars, | 9 | 9 | 10 |
| Under 5 years, | 1 | 1 | 0 |
| Over 15 years, | 0 | 0 | 1 |
| Between 8 and 14 years, | 8 | 8 | 6 |
| Neither absent nor tardy, | 3 | 4 | 4 |
| Number of visitors, | 10 | 20 | 11 |

# PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

## GRAMMAR SCHOOL.

SUMMER: FIRST TERM. — Effie I. Duval, Marie M. Campbell, John Doherty, Mary E. Doherty, Louise E. Hardy, Mary A. Souter, Leslie Abbott, Nellie Hayward, Mary Lunan, George Eastman, Arthur Ramsdell.

AUTUMN: SECOND TERM. — Grace Bentley, Sarah E. Burke, Julia A. Cullinane, Lizzie B. Downing, Mary E. Doherty, Jennie Jewett, Louise E. Hardy, Maggie McIsaac, Charles H. Bell, Willie H. Ramsdell, Leslie Abbott, Florence Cummings, Louise Goldsmith, Isabella Graham, Nellie Hayward, Mary Lunan, Alice Nolan, Sara Saunders, Charles Blunt, Charles Duncan, George Eastman, Bertie Farnham, Arthur Frame, Alex. Lamont, Thomas Moore, Martin Nolan, Atherton Ramsdell, Percy Roberts, John Robertson, Duke Smith, Lewis Smith, Nellie Angus, Florence Chandler, Rosa Kelley, Sara Piddington, Gertrude Roberts, Arthur Holt, Thomas Lunan, Thomas Madden, John Nice.

WINTER THIRD TERM. — Julia A. Cullinane, Louise E. Hardy, Jennie N. Piddington, Myra Bodwell, Maude Cole, Louise Goldsmith, Nellie Hayward, Joseph Ladley, Nellie Angus, Rosa Kelley, Sarah Piddington.

## SOUTH CENTRE.

### FIRST INTERMEDIATE DEPARTMENT.

FIRST TERM. — Nellie Angus, Bertha Higgins, George Putnam.

SECOND TERM. — Susie Burke, Agnes Smith.

THIRD TERM. — Fred Whittemore.

### SECOND INTERMEDIATE.

FIRST TERM. — Alice F. Abbott, John Angus, J. Russell Chandler, Annie Kneeland.

SECOND TERM. — Joanna Cullinane, Sadie Collins, John V. Downing, Mary H. Foster, Arthur S. Roberts, Frank E. Whiting, Lora W. White.

THIRD TERM. — Joanna Cullinane, Arthur S. Roberts.

### FIRST PRIMARY.

First Term. — Bella Angus, Hannah Cullinane, Samuel Hulme, Grace Higgins, Mary Lindsay, Walter Morse, Hamilton Merrill, James Putnam, Arthur Roberts.

Second Term. — Marlborough Churchill, William Driscoll, Walter Wood, Horace C. Bodwell, Fred Miner, Eva Clarke, Grace Higgins, J. Gertrude Jackson, Edna Smith.

Third Term. — Marlborough Churchill, Hamilton Merrill, Horace Bodwell, Grace Higgins, Rebecca Moody.

### SECOND PRIMARY.

First Term. — Ellen N. Stuart, William H. Burtt, Horace A. Frame, Agnes McKenzie, Thomas Remington, Leon Saunders, Edward W. White.

Second Term. — Horace A. Frame, Benjamin F. Smith, Arthur R. Jackson, Clinton Pomeroy, Lawrence Hannon, Eva L. Stone.

Third Term. — Benjamin F. Smith, Edward Roberts.

## ABBOTT VILLAGE.

### SENIOR DEPARTMENT.

First Term. — Elizabeth W. Greig, Elizabeth H. Graham, Ruth A. Wakefield, Edward F. Mellen.

Second Term. — Bella Angus, Mabel Lawson, Marion Warden, Florence B. Wakefield, Ruth A. Wakefield, William L. Coutts, William L. Gillespie, James C. Lowe, Walter Ramsden, Charles Sloane.

Third Term. — John Angus, William M. Coutts, John A. MacManus, Walter Ramsden, Charles Sloane.

### INTERMEDIATE DEPARTMENT.

First Term. — John Craik.

Second Term. — Lizzie Craik, Edith Higgins, Cecilia Kydd, Mary Coutts, Olive Wakefield, John Craik, John Graham, Henry Hilton.

Third Term. — Mary Coutts, Olive Wakefield, George Kydd.

### PRIMARY.

First Term. — Isabella Gillespie, Alice Lowe, David O'Connell, Alexander Wyllie.

Second Term. — David Coutts.

Third Term. — Walter Lamont.

## PHILLIPS.

First Term. — Robert Carter, Edith Connell, Agnes Nolan.

Second Term. — Frank Abbott, Fannie Abbott, Edith Connell, Pierre Shevlin.

Third Term. — Fannie Abbott, Frank Abbott.

## HOLT.

First Term. — John Donovan.

Second Term. — Willie Butterfield, James Dole, John Donovan, Nellie Donovan, Ally Flint, Arthur Flint, Clarence Haskell, Susie Haskell, Julia McCarthy.

Third Term. — James Dole.

## SCOTLAND.

First Term. — Walter Burton, James H. Hovey, Parker Shattuck.

Second Term. — James H. Hovey, William C. Thomas, Lucy C. Mason.

Third Term. — Nellie E. Russell.

## BALLARD VALE.

### SENIOR DEPARTMENT.

First Term. — Dennis Donovan, Eddie Miller, Arthur Shattuck, Eddie Shaw.

Second Term. — Dennis Donovan, Alice Ross, Pauline Lochner, Mabel Mowat, Ada Mears.

Third Term. — May Bell Mowat, Alice Ross.

### INTERMEDIATE DEPARTMENT.

First Term. — Gertrude Hayward, George Herrick, Kate Horan, Fillie Isler, Chester Matthews, Rosie Miller, May Bell Mowat.

Second Term. — Mary Adams, Willie Adams, Eddie Haynes, Maggie Mowat, Maude Ross, Thomas Riley.

Third Term. — Mary Adams, Willie Adams, David Burns, Daniel Burns, Joseph Gormley, Eddie Haynes, Jennie Hudson, Maggie Mowat.

### PRIMARY.

First Term. — Maggie Conway, Bertha Gast, Lizzie Lane, Charlie Morgan, George Miller, Katie O'Donnell, Arthur Ward, Nettie Shaw, Daniel Burns, John O'Donnell, Willie Adams, Mary Adams, Maggie Mowat, Violet Mowat. The last six have not been absent for a year.

Second Term. — Willie Daley, John Farming, Wilhelm Knothe, Thomas McKone, John O'Donnell, Allie Thwing, Josie Burns, Tillie Daley, Lizzie Lane, Ellen Hayward, Violet Mowat, Nellie Matthews.

Third Term. — Josie Burns, Willie Conway, Pierce Faith, Wilhelm Knothe, Violet Mowat, John O'Donnell, Allie Thwing, Arthur Ward. John O'Donnell and Violet Mowat have not been absent for two years.

## FRYE VILLAGE.

### SENIOR DEPARTMENT.

First Term. — Otis Birnie, John Barrett, Fred Dodson, Alice Dodson, Jennie Dane, Amelia Haupert, Edward Hussey, Timmy Hayes, Mary McCrory, Carrie Mander, Jessie Miller, Charles Robinson, John Robinson, Lavinia Robinson.

Second Term. — Stewart Bell, Otis Birnie, Jennie Dane, James May, Lizzie Soutar.

Third Term. — Stewart Bell, Otis Birnie, George Bailey, Andrew Campbell, Fred Dodson, Jennie Dane, Edward Hussey, James May, Mansfield Meston, Ethel Stott.

### INTERMEDIATE DEPARTMENT.

Second Term. — Frank Craig, Melzar Doble, Walter Donald, Alice Dodson, Amelia Haupert, Maggie Phillips, Lavinia Robinson, James Soutar, George May, Carrie Mander. Tardy but once, Lewis Hatch, Clara Knibbs.

Third Term. — George May, Lavinia Robinson.

### PRIMARY.

First Term. — David Miller, Alice Bell, Leah Doble, Mellie Doble, Hattie Dodson, Edith Donald, George Hatch, Harriet Hatch, Lewis Hatch, Bella Haupert, James Hayes, Clara Knibbs, John Mander, Albert May, Alexander Meston, Agnes Robinson, Annie Soutar, Gertrude Wardman. 35 in this room not tardy.

Second Term. — Willie Barrett, John Mander, Jane David, Martha McCrorey, David Miller, Annie Soutar.

Third Term. — Annie Soutar, Herbert Bailey, Harriet Hatch, James Hayes, Jane David, John McCrorey.

## WEST CENTRE.

First Term. — Florence A. Burtt, Gertrude A. Burtt, Lucia M. Burtt, Ellen R. Cunningham, William B. Cutler, Timothy Murphy, George G. Phelps.

Second Term. — Gertrude A. Burtt, Grace L. Burtt, Gertrude E. Holt, Emma M. Phelps, Esther G. Phelps, George G. Phelps, Ethel Trow, Ralph W. Trow.

Third Term. — Florence A. Burtt, Gertrude A. Burtt, Esther G. Phelps, Ralph W. Trow.

## OSGOOD.

First Term. — Eva M. Lovejoy, Amy B. Lovejoy.

Second Term. — Carrie D. Shedd.

Third Term. — S. Arthur Lovejoy, John L. Noyes.

## BAILEY.

First Term. — Adella M. Boutwell, Emma G. Edwards, Alice Flint, Arthur J. Hardy, Stella Morrill.

Second Term. — Annie M. Boutwell, Josie S. Boutwell, Emma G. Edwards, Minnie L. Edwards, Alice E. Flint, Austin Morrill, Charles Newton.

Third Term. — Winthrop Boutwell, Josie S. Boutwell.

## ABBOTT.

First Term. — Lilla A. Abbott, Lizzie Fitzgerald, Wessie Hardy.

Second Term. — Edith Hardy, Alma R. Bailey, Louise B. Bailey, Lizzie Fitzgerald, Alice Fitzgerald.

Third Term. — Edith Hardy, Wesley Hardy, Alice Fitzgerald, Lizzie Fitzgerald.

## NORTH.

First Term. — Ann Crowley, John Crowley, Edith Abbott.

Second Term. — Ann Crowley, John Crowley, Edith Abbott, Eddie McGovern. Mamie McGovern and Ernest Pratt, each one half day.

Third Term. — Ann Crowley, John Crowley, Edith Abbott, Charlie Holmes.

## TABULAR STATEMENT.

| SCHOOLS. | TEACHERS. | Number of Terms. | Salary per Week. |
|---|---|---|---|
| CENTRAL GRAMMAR: | M. Abby Whitehouse (Prin.), - | 3 | $20 00 |
| 2d Department: | Mary F. Woodbridge, - - - - | 1 | 9 00 |
| | M. Alice Jaquith, - - - - - | 2 | 00 |
| 3d Department: | Carrie E. Berry, - - - - - | 3 | 9 00 |
| SOUTH CENTRE, | | | |
| 1st Intermediate: | Annie L. Locke, - - - - - - | 1 | 9 00 |
| | Susie M. Wilbur, - - - - - | 2 | 9 00 |
| 2d Intermediate: | Ella F. Merrill, - - - - - - | 3 | 9 00 |
| 1st Primary: | Amy F. Battles, - - - - - | 1 | 9 00 |
| | Mary E. Carter, - - - - - | 2 | 9 00 |
| 2d Primary: | Abbie A. Richardson, - - - - | 3 | 9 00 |
| | Hattie E. Harnden (Assist.), - | 3 | 8 00 |
| ABBOTT VILLAGE, | | | |
| Senior: | Mary A. Copeland, - - - - - | 1 | 9 00 |
| | Frances W. Meldrum, - - - | 2 | 9 00 |
| Intermediate: | Mary E. Carter, - - - - - | 1 | 9 00 |
| | Emma E. Gould, - - - - - | 2 | 9 00 |
| Primary: | Ella A. Eaton, - - - - - - | 1 | 9 00 |
| | Gertrude C. Mason, - - - - | 2 | 9 00 |
| PHILLIPS: | Etta Holt, - - - - - - - | 1 | 9 00 |
| | Martha A. Manning, - - - - | 2 | 9 00 |
| HOLT | Mary E. Holt, - - - - - - | 3 | 9 00 |
| SCOTLAND: | Susan R. Carter, - - - - - | 2 | 9 00 |
| | Alice C. Jenkins, - - - - - | 1 | 9 00 |
| BALLARD VALE, | | | |
| Senior: | M. Alice Jaquith, - - - - - | 1 | 9 00 |
| | Florence Ayer, - - - - - - | 2 | 9 00 |
| Intermediate: | Caroline T. Manning, - - - - | 1 | 9 00 |
| | Ella A. Eaton, - - - - - - | 1 | 9 00 |
| | Lizzie A. Wilson, - - - - - | 1 | 9 00 |
| Primary: | Mary F. Browne, - - - - - | 3 | 9 00 |
| | Annie O. S. Clemons (Assist.), - | 3 | 8 00 |
| FRYE VILLAGE, | | | |
| Senior: | Jennie H. Greaves, - - - - - | 3 | 9 00 |
| Intermediate: | Emma L. Ward, - - - - - | 2 | 9 00 |
| Primary: | Mattie A. Jones, - - - - - | 3 | 9 00 |
| WEST CENTRE: | Hannah R. Bailey, - - - - - | 3 | 9 00 |
| OSGOOD: | Mary E. Manning, - - - - - | 3 | 9 00 |
| BAILEY: | Fannie A. Hardy, - - - - - | 2 | 9 00 |
| | Nellie E. Boutwell, - - - - - | 1 | 9 00 |
| ABBOTT: | Martha A. Manning, - - - - | 1 | 8 10 |
| | Anna E. Chase, - - - - - - | 1 | 8 10 |
| | | 1 | 9 00 |
| NORTH: | Helen W. Battles, - - - - - | 2 | 8 10 |
| | | 1 | 9 00 |
| MUSIC TEACHER, | Edward Butterworth, - - - - | 3 | 9 00 |

## AVERAGE MEMBERSHIP AND

| SCHOOLS. | Per cent. of Attendance for the Year. | AVERAGE |
|---|---|---|
| Central Grammar: | 94.36 | Membership, - - -<br>Attendance, - - |
| So. Centre, 1st Intermediate: | 87.5 | Membership, - -<br>Attendance, - - |
| 2d Intermediate: | 87.7 | Membership, - - - -<br>Attendance, - - - - - |
| 1st Primary: | 90.4 | Membership, - - - - -<br>Attendance, - - - - - |
| 2d Primary: | 89.5 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Abbott Village, Senior: | 94.6 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Intermediate: | 91.9 | Membership, - - - -<br>Attendance, - - - - - |
| Primary: | 88.5 | Membership, - - - -<br>Attendance, - - - - |
| Phillips: | 90.2 | Membership, - - - -<br>Attendance, - - - - |
| Holt: | 90.3 | Membership, - - - - - -<br>Attendance, - - - - - |
| Scotland: | 91.6 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Ballard Vale, Senior: | 93.16 | Membership, - - - -<br>Attendance, - - - - |
| Intermediate: | 87.5 | Membership, - - - -<br>Attendance, - - - - |
| Primary: | 90.6 | Membership, - - - - - -<br>Attendance, - - - - - |
| Frye Village, Senior: | 95.64 | Membership, - - - - - -<br>Attendance. - - - - - - |
| Intermediate: | 96.4 | Membership, - - - -<br>Attendance, - - - - |
| Primary: | 93.93 | Membership, - - - - - -<br>Attendance, - - - - - - |
| West Centre: | 89.7 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Osgood: | 91.5 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Bailey: | 93.94 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Abbott: | 94.4 | Membership, - - - - - -<br>Attendance, - - - - - - |
| North: | 95.5 | Membership, - - - - - -<br>Attendance, - - - - - - |
| Total Average, | 91.76 | |

## ATTENDANCE OF SCHOLARS.

| MONTH. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1st. | 2d. | 3d. | 4th. | 5th. | 6th. | 7th. | 8th. | 9th. |
| 114. | 111.1 | 107.1 | 111.4 | 118.3 | 121.3 | 123. | 122.2 | 120.2 |
| 108.5 | 105. | 102.2 | 107.3 | 113.5 | 116.9 | 114.2 | 113.8 | 108.1 |
| 43.8 | 43.3 | 42. | 41.9 | 43.8 | 42.7 | 40.9 | 45. | 44. |
| 40.5 | 38.9 | 33.6 | 37.7 | 39. | 36.9 | 33.4 | 37.2 | 38.2 |
| 37.6 | 38.5 | 38.2 | 36.3 | 37.1 | 33.9 | 34.5 | 34.8 | 33.2 |
| 33.3 | 33.3 | 33.3 | 32.7 | 33.1 | 28.7 | 30.6 | 29.9 | 25.5 |
| 53.1 | 54. | 53.4 | 47.7 | 48. | 47. | 44. | 45. | 46. |
| 48.6 | 46.8 | 49. | 43.9 | 44.7 | 42. | 39.6 | 40.3 | 41.5 |
| 76.5 | 82.4 | 81.8 | 79.5 | 80. | 80. | 73.3 | 77.7 | 79. |
| 69.5 | 72. | 77.1 | 73. | 73.1 | 70.7 | 63.4 | 71.5 | 66. |
| 32.4 | 31.6 | 30.6 | 35.7 | 36. | 36. | 38. | 39.2 | 39.8 |
| 31.3 | 29.6 | 29. | 34.2 | 33.8 | 33.8 | 37. | 36. | 37.5 |
| 32. | 30. | 30.9 | 34.8 | 36. | 36. | 36. | 37.3 | 37.8 |
| 30.2 | 27.2 | 28. | 33.3 | 33.1 | 34.3 | 31.8 | 33.6 | 34. |
| 29.7 | 29.4 | 29.4 | 30.7 | 32. | 32. | 30.2 | 31. | 29. |
| 23.6 | 26. | 27.2 | 28.7 | 29.7 | 29.8 | 24.2 | 25. | 26. |
| 20. | 20.8 | 20.4 | 31. | 28.1 | 25.2 | 25. | 26. | 26. |
| 19.2 | 18.4 | 18. | 29.8 | 26.1 | 23.2 | 20.4 | 22.8 | 22.7 |
| 17.4 | 16.1 | 17.6 | 19.9 | 21. | 19.5 | 12.1 | 15.1 | 17.4 |
| 15.2 | 12.8 | 16.1 | 18.9 | 20. | 18.7 | 10.3 | 13.4 | 15.6 |
| 16.8 | 24. | 24. | 22. | 22. | 22. | 21. | 21. | 21. |
| 15.2 | 23.3 | 22.5 | 20.9 | 20.9 | 19.5 | 17. | 19. | 19.3 |
| 23.5 | 20. | 19.4 | 21.2 | 21. | 20. | 21.8 | 22.3 | 22.6 |
| 22.1 | 17.8 | 18.1 | 20. | 18.5 | 19.4 | 21.2 | 20.8 | 20.8 |
| 33.8 | 34.2 | 33. | 40.7 | 42.1 | 41.6 | 40.2 | 39. | 38. |
| 33. | 28.5 | 29.5 | 33.2 | 35.5 | 32.4 | 37.4 | 35.3 | 37.8 |
| 88. | 89.5 | 88. | 87.2 | 88.5 | 88.7 | 75. | 77.7 | 73.6 |
| 81.1 | 80. | 82.6 | 81.1 | 79.4 | 81.6 | 67. | 66.9 | 65.5 |
| 38. | 37. | 37. | 22.5 | 23.5 | 23.4 | 22. | 20.9 | 20.68 |
| 36.9 | 34.1 | 35.9 | 20.8 | 22.7 | 23.2 | 20.6 | 20.5 | 20.62 |
| | | | 29. | 27.6 | 27. | 26.6 | 25. | 25. |
| | | | 28.5 | 26.9 | 26.3 | 25.8 | 22.5 | 23.3 |
| 43.7 | 44.5 | 44. | 40.2 | 42. | 42. | 40.9 | 41. | 39.5 |
| 41.7 | 42.8 | 43.1 | 37.5 | 39.9 | 39.7 | 35.2 | 38.3 | 36.7 |
| 31.6 | 32.3 | 31. | 34.6 | 35.2 | 34. | 32.5 | 32.5 | 31.8 |
| 29.8 | 28.3 | 29.8 | 30.8 | 32.6 | 30.3 | 26.8 | 27.9 | 28.8 |
| 17.9 | 15.9 | 13.6 | 19.9 | 22.6 | 22. | 20.5 | 19.1 | 18.6 |
| 17.3 | 14.6 | 12.5 | 18.5 | 21. | 20. | 18.6 | 16.6 | 16.7 |
| 15.8 | 20. | 18.5 | 16. | 17.5 | 18. | 8.9 | 8.15 | 8.5 |
| 15.4 | 19.5 | 18. | 15.4 | 16.4 | 17.3 | 8.3 | 6. | 7.1 |
| 11.7 | 13. | 13. | 11.9 | 13. | 13. | 10. | 10. | 10. |
| 10.8 | 12.7 | 12.2 | 10.8 | 12.1 | 12.5 | 9.6 | 9.5 | 9.5 |
| 10. | 9.5 | 9. | 8.5 | 9. | 9. | 9.2 | 10. | 10. |
| 9.3 | 8.5 | 8.6 | 8.4 | 8.4 | 8.8 | 8.6 | 8.8 | 9.98 |

## ORGANIZATION OF SCHOOL COMMITTEE FOR 1887–88.

| | |
|---|---|
| Luther H. Sheldon, Chairman, | Term expires, 1889. |
| E. Francis Holt, Secretary, | Term expires, 1890. |
| Felix G. Haynes, Auditor, | Term expires, 1888. |

Sub-Committee on:

Grammar, South Centre, Abbott Village, and Phillips Schools, Luther H. Sheldon.

Ballard Vale, Scotland, and Holt Schools, Felix G. Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North Schools, E. Francis Holt.

# PUNCHARD FREE SCHOOL.

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The Visiting Committee of the Punchard Free School find it in an improved condition under the new Principal, Charles H. Clark, A.M., an experienced and successful instructor. They would call the attention of parents and others interested in the welfare of the school to the Principal's Report, which has been prepared at their request.

JOHN J. BLAIR,
LEVERETT BRADLEY,
FREDERICK W. GREENE.

## PRINCIPAL'S REPORT.

The courses of study have been somewhat modified to meet the wishes of different portions of the community. It has seemed advisable to give each of the courses by itself, rather than in the condensed form hitherto used, in order that the unity and connection of each may the more readily be seen.

The General Course is designed to give a thorough preparation for the Massachusetts Institute of Technology and similar scientific schools. It is also the course recommended to the majority of students. This course, properly completed, lays a solid foundation for general scholarship.

The English Course was introduced to meet the desires of those who expect to be members of the school only for a limited time. It will be noticed that no language but English is required until the Middle Term of the Third Year, when French is begun, and continued through the course. Stress is laid upon the study of the English Language, Mathematics, History, English Literature, and Elementary Science. The principles of Arithmetic that bear directly upon business

transactions are reviewed, and the principles of Book-keeping taught. It is designed to make these studies as practical as possible.

While a course like this meets the popular demand in many places, an experience of more than ten years in high school work has convinced the writer that it is far inferior to the General or Classical Course in its disciplinary and developing effect upon the pupil. It is often noted in the later years of the course that those pupils who have had the advantage of a thorough drill in Latin are in mental development and ability to cope with a new subject far in advance of those who have taken only English branches. The thoughtful attention of parents is called to this fact when advising their sons or daughters in the choice of studies.

The Classical Course has been revived to meet the wants of pupils who wish to prepare for college. Eight members of the school are now pursuing this course.

The general scholarship of the school does not compare favorably with that of the majority of public high schools. The prime cause of this trouble lies in the fact that pupils have not been properly prepared for admission. It is an injury, rather than a benefit, for a pupil to be pushed forward into studies that are beyond his grasp. To allow such pupils to enter or continue in the school is a hinderance to and an infringement upon the rights of such pupils as are prepared for admission, and tends to defeat the objects for which the school was founded.

The recent vote of the Visiting Committee to the effect that no pupil who has not obtained at least sixty per cent in each of the required studies shall be admitted, will tend to correct this evil, and will in time restore the scholarship of the school to a proper standard.

Respectfully submitted,

CHARLES H. CLARK,

Principal.

## TERMS.

SPRING TERM, from March 22, 1886, to June 25, 1886.

FALL TERM, from September 6, 1886, to December 17, 1886.

WINTER TERM, from December 29, 1886, to March 22, 1887.

## SCHOOL STATISTICS.

| | Spring Term. | Fall Term. | Winter Term. |
|---|---|---|---|
| Length of School, in days, | 59 | 70 | 59 |
| Average membership, | 64 | 68 | 60 |
| Average attendance, | 63.37 | 66.99 | 57.98 |

Items for the State Annual Report from April 1886 to April 1887:

| | |
|---|---|
| 1. Length of School, | 9 months. |
| 2. Number of different pupils attending during the year, | 89 |
| 3. Number of different pupils not enrolled in some other school in town attending during the year, | 63 |
| 4. Of the latter number over 15 years of age, | 58 |
| 5. The number between 8 and 14, | 16 |
| 6. Average membership for the year, | 64 |
| 7. Average attendance for the year, | 62.78 |

## THE FIRST TWENTY-FOUR.

SPRING TERM.

Alice M. Gage,
Mary F. Mason,
Mary L. Graffam,
Emma L. Cole,
A. Josephine Beard,
Jennie S. Abbott,
Jennie B. Carpenter,
Grace A. Langlands,
Bessie M. Walker,
Isabel H. Barnett,
George M. Dean,
Arthur G. Cummings,
John V. Holt,
Florence I. Abbott,
S. Agnes Abbott,
Mary W. Burtt,
Elsie L. Gilbert,
Charles W. Tucker,
Clara E. Moody,
Annie I. Buchan,
May B. Hardy,
Alice M. Hinton,
Anna M. Bailey,
Ida J. Holt.

FALL TERM.

Alice M. Gage,
Mary F. Mason,
Elizabeth Ephraim,
Mary L. Graffam,
A. Josephine Beard,
Jennie B. Carpenter,
Lilla A. Abbott,
Laura F. Farnham,
Bessie M. Walker,
Grace A. Langlands,
Colver J. Stone,
John V. Holt,
Elizabeth Richardson,
Florence I. Abbott,
Mabel S. Flint,
Charles W. Tucker,
Helen I. Barnett,
Anna M. Bailey,
Clara E. Moody,
Elsie L. Gilbert,
Harry B. Lowe,
Mary W. Burtt,
Arthur G. Cummings,
Charles A. Bodwell.

WINTER TERM.

Alice M. Gage,
Mary F. Mason,
Mary L. Graffam,
Jennie B. Carpenter,
Colver J. Stone,
Florence I. Abbott,
Lilla A. Abbott,
Elizabeth Ephraim,
Arthur G. Cummings,
A. Josephine Beard,
Laura F. Farnum,
Charles W. Tucker,
Clara E. Moody,
John V. Holt,
Bessie M. Walker,
Elizabeth Richardson,
Grace A. Langlands,
Harry B. Lowe,
Clarence Goldsmith,
Mabel S. Flint,
Ida J. Holt,
Elsie L. Gilbert,
Fred H. Ladd,
Eva E. Abbott,
S. Agnes Abbott.

## ROLL OF HONOR.

### Pupils who have not been absent or tardy.

| Spring Term. | Fall Term. | Winter Term. |
|---|---|---|
| Eva E. Abbott, | Florence I. Abbott, | Lilla A. Abbot, |
| Florence I. Abbott, | Lilla A. Abbott, | Anna M. Bailey, |
| Jennie S. Abbott, | S. Agnes Abbott, | Helen I. Barnett, |
| S. Agnes Abbott, | Anna M. Bailey, | A. Josephine Beard, |
| Anna M. Bailey, | Helen I. Barnett, | Charles A. Bodwell, |
| A. Josephine Beard, | A. Josephine Beard, | Mary L. Cogswell, |
| Clara L. Carruth, | Annie I. Buchan, | Arthur G. Cummings, |
| Alice B. Cheever, | Jennie B. Carpenter, | Alice C. Deane, |
| Emma L. Cole, | Clara L. Carruth, | Hattie L. Deane, |
| Arthur G. Cummings, | Arthur G. Cummings, | Mabel S. Flint, |
| Alice M. Gage, | Alice C. Dean, | Alice M. Gage, |
| Elsie L. Gilbert, | Hattie L. Dean, | Elsie L. Gilbert, |
| Carrie P. Hayward, | Nellie G. Downing, | Clarence Goldsmith, |
| Ida J. Holt, | Michael F. Driscoll, | Carrie P. Hayward, |
| John V. Holt, | Elizabeth F. Ephraim, | Ida J. Holt, |
| Grace A. Langlands, | Elsie L. Gilbert, | John V. Holt, |
| Dora L. Mason, | Guy Gilbert, | Harry B. Lowe, |
| Mary F. Mason, | Perley F. Gilbert, | Mary F. Mason, |
| Clara E. Moody, | Clarence Goldsmith, | Clara E. Moody, |
| Margaret A. Nolan, | Carrie P. Hayward, | Edwin C. Moody, |
| Marion L. Stott. | Ida J. Holt, | H. Edna Noyes, |
| | John V. Holt, | Elizabeth Richardson, |
| | Mary A. Hurley, | Antoine Saunders, |
| | Fred H. Ladd, | Colver J. Stone. |
| | Harry B. Lowe, | |
| | Mary F. Mason, | |
| | Clara E. Moody, | |
| | Edwin C. Moody, | |
| | Frank Noyes, | |
| | Hugh O'Donnell, | |
| | Elizabeth Richardson, | |
| | Antoine Saunders, | |
| | Charles F. Smith, | |
| | Agnes A. Spinney, | |
| | Colver J. Stone, | |
| | Mabel D. Strong, | |
| | Addie L. Wardwell. | |

# COURSE OF STUDY.

## GENERAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | French. |
| Chemistry — Qual. Anal. | French. | Botany. |
| Trigonometry. | Science of Government. | English Literature. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

## CLASSICAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Cicero. | Cicero. | Latin. |
| Iliad. | Iliad. | Greek. |
| Review of Mathematics. | French. | French. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | Virgil. |
| Anabasis. | Anabasis. | Anabasis. |
| Greek Prose. | Greek Prose | Review of Mathematics. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Greek Grammar. | Greek Lessons. | Greek Lessons. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | Roman History. |

## ENGLISH COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Chemistry — Qual. Anal. | French. | French. |
| Trigonometry. | Science of Government. | English Literature. |
| Physical Geography. 4 | Rhetoric. 4* | |
| English Authors. 1 | English Authors. 1 | Botany. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |
| History. 4 | History. 4 | History. 4 |
| American Authors. 1 | American Authors. 1 | American Authors. 1 |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Commercial Arithmetic. | Bookkeeping. | Physiology. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

* The figures indicate the number of recitations a week in each study.

# ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1887–88.

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President, Rev. John J. Blair.

Sec. and Treas., George H. Poor.

Visiting Committee:
Rev. John J. Blair,
Rev. Leverett Bradley,
Rev. F. W. Greene.

Prudential Committee:
George Gould,
Samuel H. Boutwell.

Auditing Committee:
George Gould,
Horace H. Tyer.

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## TEACHERS.

Charles H. Clark, Principal.
Miss Florence M. Locke, 1st Assistant.
Miss Mabel F. Smith, 2d Assistant.

# REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

# TOWN OF ANDOVER,

## FOR THE YEAR 1887-88.

ANDOVER, MASS.:
THE ANDOVER PRESS, PRINTERS
1888.

# REPORT.

The closing of another school year brings up no especially new and important considerations for our notice and discussion. Similar needs, similar successes, and like failures to meet our ideal greet us from year to year. While we have reason to believe that some advance toward the desired goal is made from one season to another, we have to confess that this advance is far less rapid and satisfactory than we could wish. If we discern more clearly the difficulties, hinderances, and obstacles to be encountered and overcome each year, and wisely use the appliances at hand for their removal, we may be sure that we are on the right path to a satisfactory result. Ever keeping in mind that the grand design of our public schools is not to make literary men and women of our boys and girls, but to lay a solid foundation for the practical duties of an intelligent, virtuous, useful life. No government, no state, no parent can bequeath a richer legacy to its wards than to put them in possession of the means of such an attainment. A patriotic, industrious, intelligent, and virtuous citizen is the noblest product of our public schools. It is not their aim or design, nor are they expected, to accomplish the work of our higher institutions of learning. From these beginnings are our children to go on *towards* perfection. We are to provide the stepping-stones for this advance, and carefully watch and guard and aid its development. New auxiliaries and encouragements are discovered from time to time. These are to be secured and judiciously employed. For this purpose, as well as for

the general care of school property, the laws of the state require the appointment of a Supervisory Committee whose duties are well defined. And yet every School Committee finds that each school demands particular attention. Local conditions and surroundings give rise to distinct requirements. A minute detail of this superintending work it would be impossible to make. It varies widely in different communities. It requires intelligence, skill, decision, and patience to meet all the varied conditions of mind and the desires of teachers, parents, and children for the harmony and success of the public school. "Eternal vigilance is the price" of so desirable an acquisition. In again presenting some thoughts and suggestions in reference to the present condition and future improvement of our schools, we desire to say a few words in reference,

First, to their outward surroundings.

We have fourteen school buildings, containing twenty-seven schools. Twelve, with one overflow school in a private room, — making thirteen in all, — in the centre of the town, under the special supervision of the Chairman of the Board. In the West Parish and outlying districts, under the supervision of the Secretary, are six schoolhouses and eight schools. These are widely separated, and thus require considerable time for visitation and general oversight. Ballard Vale, which includes Scotland and Holt districts, has three school buildings and six schools. These are under the particular jurisdiction of the remaining member of the Committee. Not that any one of the Board is in any sense independent of the rest, or that any one is exempt from a general supervision of all the schools of the town; but the many and particular wants of each school can be more easily met by such a division of labor, and thus a closer and more immediate supervision secured. While most of these buildings are suitably located, and provided with the necessary adjuncts of a well-equipped schoolhouse, still there are some exceptions, where, thus far, circumstances have seemed to conspire against us, and your Committee are not satisfied with the present condition of things. Especially

is this the case with the building now used for school purposes in Ballard Vale. Here are four schools near a railroad depot, subject to all the disturbing influences inseparably connected with the running of cars every few moments during the entire session of the school. And still more, they are over a store — a place of public resort, however well cared for, poorly fitted to subserve the cause of school discipline. And, worse than either or all of these objections, the situation is so straitened that there cannot be room for outbuildings and a favorable playground. With the most judicious and persistent care, it has been found impossible to prevent unhealthy and offensive odors from reaching these schoolrooms. And your Committee have been obliged to endure as best they could the censure of the agent of the State Board as a consequence. It is earnestly recommended that such a change be made as shall place these schools on as favorable a basis as others in the town. The desirableness of this village for a home depends largely upon its school facilities. If they are unsuitable and repulsive they will be an obstacle, and not an aid, to the growth of this part of the town. It is surely for the reputation of Andover that all its schools should compare favorably with those of similar towns in the Commonwealth; that they should not be inferior or less attractive. "A word to the wise is sufficient."

Secondly, we would notice the needful appliances of the schoolroom.

In all our schoolhouses we have modern and comfortable desks and seats. They are generously provided with facilities for mathematical, language, off-hand writing, and other work upon the walls. Sufficient attention to the ventilation and heating of these rooms has not in all cases been secured; but we are gaining new and important hints in this direction constantly, and hope soon to hear no complaints in regard to these most serious matters. The health of the pupils is even more important than their intellectual progress, and too much thought cannot be given to this subject. Your Committee have not only supplied the schoolroom with

suitable material for all the required work of the same, but have supplemented the text-books with such additional helps as in their judgment would best promote the end sought in our public schools. Especially is this the case in the lower grades, where the pupils are too young to apply themselves continuously to study. They are thereby kept quiet, and are gaining intellectual strength, and new ideas. It is really wonderful to see how rapidly these young children advance with these helps, and their skilful teachers. We hope in time that each of these schools will be provided with a small library of reference books, which will supplement the higher text-books used by the advanced grades. We expect soon to put a later and greatly improved edition of geography into all the rooms where this study is attended to. Improved histories are being used in the Grammar School to the satisfaction of teachers and pupils. It is the earnest desire of your Committee to supply every needed facility for advancing the cause of education in the public schools of the town.

Thirdly, the essential qualifications required of teachers.

There are no good schools without good teachers. But something beside knowledge is needed in the presiding genius of the schoolroom. He or she who would statedly and thoroughly and rapidly advance the young in the acquisition of knowledge, must know what to teach, and when to teach, and how to teach. Teachers are not to be crutches for lazy and idle pupils to lean upon. They must possess the faculty and the power to awaken the interest, the enthusiasm of the learner, till he studies for the very pleasure of it. There is a sort of mesmeric influence which may be imparted from teacher to those taught, that has a marvelous effect in securing application, in awakening interest, in exciting ambition, in maintaining discipline, and in fine, in making the schoolroom a delight, and study a passion. One to be a good instructor must not enter upon the profession simply for the money it will bring. There must be the most faithful preparation for the work, an inspiring love for its arduous duties, often exceedingly difficult and trying. Our young ladies who

would hope for employment, and success, must seek the drill, and not shorten the time, of a full Normal training. Schools soon show the great benefit of this preparation. School Committees all through the state are showing their preferences for teachers, other things being equal, who have enjoyed two years instruction at the Normal School. Some of our best educators, our most successful disciplinarians, our profoundest thinkers upon topics essential to the highest success in teaching, are at the head of these institutions. Persons desiring to perfect themselves, and take a high rank among instructors of the young, should certainly avail themselves of these superior advantages, and secure the practical experience there afforded.

Fourthly, the relation of parents and children to the success of the public school.

I say *parents* and children because, as a general principle, the child is an echo of the interest felt and manifested at home for the cause of education. If prompt and regular attendance — no tardiness or absences excused or permitted except from imperious necessity — is the law of the household, if obedience and respect and just words, together with truth and a loyalty to duty, are required under the paternal roof, the boy will not be an idle, noisy, quarrelsome, and fault-finding ignoramus in school. If needless and unfounded complaints of the teacher are frowned upon in the homestead, parents and children will alike sustain the authority, and encourage the teacher in her noble work. Children generally, not always, catch the germ and developement of school life in the atmosphere of home. It is true that natural traits have much to do with character, but these exist to be neglected, fostered, or restrained under home influences. And thus the behavior and improvement of the child in the schoolroom depend largely upon the parent. With all our care in securing good instructors, their success, or want of success, will mainly depend upon home influences and home training. As are the homes of a community, so are their schools.

Finally, general remarks.

The Committee would call the attention of parents and guardians to the very serious mistake of taking pupils from school during term time to work in the mill or elsewhere. We know the law allows such a practice, after twenty weeks attendance of school "during the year next preceding" such absence, where the child is twelve or over, but we think it is an irreparable injury to so young a child to be taken from his school, his studies, and his class, thus seriously interrupting his progress, and throwing him behind his mates, and out of his class to be a laggard and drag on teacher and taught all along his future course. We know and appreciate the excuse sometimes given, that bread and clothes demand the sacrifice, but we hardly think, in this land, such an excuse is very often a valid one. Oftener, the dislike of school requirements, or the indifference of parents, are the real reasons for such a demand. Far better make a little extra exertion during vacation and out of school hours, and give the children the full benefit of our public schools till they finish their course of study, and then their increased value as laborers will more than compensate for the few weeks stolen from the school term.

The Committee regret they are compelled again to call your attention to the frequency of tardy marks and absences that disfigure the registers, and interrupt the work and highest success of the school. These may seem small matters to the parent and pupil, but life is made up of moments, and character is formed by a regard for, or neglect of, small proprieties. These interruptions are not only injurious to the school, but are promotive of serious and permanent defects in character. Promptness and regularity in the discharge of the duties of life are money in the pocket and peace in the mind.

Parents and friends of the children should pay especial attention to the "Record" of scholarship and deportment from week to week, as made to them by the teacher, thus showing to the child the deep interest they feel in regard to his or her school life. Little thought is given to this matter

by the pupil if all at home treat it with manifest indifference. It is when parents and children work with equal interest and in harmony for the grand results of a successful school life, that its best fruits are secured.

Vocal Music. — The following abstract from the Report of the teacher of vocal music, Mr. Edward Butterworth, will present his methods of instruction and his ideas of the improvement and present condition of our schools in reference to this important branch of a public school training and education.

It has been his constant aim to teach his pupils from an educational standpoint — to lay the foundation for a correct understanding of the principles of this science and a proper expression of the same in vocal exercises. Although he has found this difficult in some cases, good and satisfactory results have followed when these efforts have been faithfully supplemented by the teachers. In the ungraded schools, where the ages of scholars vary from five to fifteen, the results cannot be expected to be as satisfactory as where scholars are nearly of the same age.

New aids in this study, as well as improved methods of instruction, are not to be overlooked. The New Music Reader furnishes excellent elementary work for Primary grades; while in its more advanced teaching it is equally adapted to the Grammar department. "Time language," in connection with "sight singing," has been introduced, to a manifest improvement in developing correct time.

The work, as a whole, the past year has been very gratifying, and better results have been reached than during any year heretofore. The pupils have gained a more correct knowledge of music, and sing more readily than at any previous time during his course of instruction. The only drawback complained of is the habit of a few boys in some schools of singing in a noisy, shouting way, which can be remedied by daily admonition from the school teacher.

It is a matter of great gratification to the Committee to be

able to say that the advance of the pupils has been as satisfactory in vocal music as in other branches to which they have given attention, and with as few exceptions, as a general rule. Some few have no ear for music, and cannot sing correctly, even if they wished to; but this is a rare exception, and does not detract from the general improvement and satisfactory result.

Proprietors Fund. — The interest of this Fund ($96) has been paid by the Treasurer, and the same has been deposited in the Savings Bank. The Committee have expended in the interest of the schools the sum of $155.00. There still remains in the Bank to our credit $149.42.

The Committee have appointed Richard M. Abbott as truant officer in the Centre District, and Joseph Scott in Ballard Vale.

## CENTRAL GRAMMAR, SOUTH CENTRE, ABBOTT VILLAGE, AND PHILLIPS SCHOOLS.

It will be remembered that the Punchard School raised its standard of admission at the commencement of the last Fall Term to 60 per cent in *each study*, thereby requiring all pupils who wished a High School training to be far better fitted to enter upon and appreciate and improve the drill of this department of a public school education. At the same time the tendency was to increase the advantages of the Grammar School, by somewhat lengthening the term of study in its respective grades, and thus better fitting those who graduated therefrom to engage in the stern duties of life, to grapple with the mental problems sure to confront them. A large proportion of the pupils in our Grammar Schools finish their education there, and this higher grade of finish is greatly to their advantage. It also increases the number of scholars in these grades by keeping some there who, on a lower grade of admission to Punchard, would have left the Grammar department. This is at once seen in the greatly increased numbers in the Grammar School. The department of Miss Whitehouse being nearly double that of last year. While the standard of scholarship, as a whole, has not been equal to that of the previous year, yet we think the improvement of the classes has been fully equal to former years. The great advantage of this change will be still more apparent when we get into our new building, and are able to make a new division of this department into four grades.

At the commencement of the Fall Term Miss Jaquith was released for one year, at her own request, to take the superintendence of a graded school in Ash Grove, Mo. Miss Berry was advanced to her place, and has given her enthusiastic devotion to the improvement of this school, to the entire satisfaction of the Committee. Miss Susie M. Wilbur was promoted to the room vacated by Miss Berry, and although her school has been overcrowded, numbering in all as high

as fifty-two, it has moved on without the least friction, and the previous high reputation of this department has been kept fully up to its old standard.

Miss Anna E. Chase has had charge of the First Intermediate, South Centre, since the commencement of the Fall Term. With her solicitude and energy and devotedness the school has manifested a good degree of sympathy and, as a consequence, has made a praiseworthy proficiency. The benefits of Normal School training in the preparation for teaching are gratefully appreciated, as well as acknowledged, in the work of this school.

Miss Flint, who assumed the duties of the Second Intermediate at the same time, has given equal satisfaction to the Committee. Her pupils are not only orderly but alert to catch the point in the instruction given, and show by their recitations that they have been taught to good purpose, and with conscientious fidelity.

The First Primary, South Centre, has been taught by Miss Mary E. Carter, whose distinguished success in the past has been fully sustained the last year. The deportment of her pupils, under her quiet yet firm administration, has been exceptional and the general information imparted, supplementary to the text-book, has been especially noteworthy and creditable. Miss Abbie A. Richardson has fully sustained her former reputation and popularity in the Second Primary. The wide awake character of the school is always a source of pleasure to visitors. Though mostly quite young, some of the pupils are marvels in the field of their labors during the past year. The care of Miss Hattie E. Harnden, who formerly assisted Miss Richardson, has been changed into a Third Primary with full time and instruction. With her faithful efforts and kind attention this gathering of little ones has made commendable improvement, and her advanced class will be amply qualified to pass to the next grade at the end of this term. Such has been the increase of this school, that not only has her room been more than filled, but an overflow school of about thirty has been established in a private room,

and given in charge of Miss McLawlin, who is doing excellent work with her charge.

In Abbott Village, Miss Frances W. Meldrum still continues her labors and maintains her good reputation as senior instructor. Miss Emma E. Gould still teaches the Intermediate, and Miss Gertrude C. Mason, the Primary. Each of these schools has fully sustained its established character for obedience and general improvement. Many of the pupils have done themselves great credit by the rapid advance they have made and by their earnest effort to be always present and fully prepared in their recitations.

Miss Martha A. Manning has most faithfully discharged her duties in Phillips this year. The school has increased in numbers, thirty-one different pupils having attended during some part of the year. Greatly increased quietness and attention to study have marked the progress of this school during the year now passed, and it is believed that still greater good will be accomplished when the school shall be merged in the new arrangement and receive the stimulus of the new accessions.

Over 520 scholars have attended the thirteen schools in the Centre of the town the last term, which gives an average of 40 to a school. The highest number in any one school is 52, the lowest 31.

A general satisfaction has been expressed with the arrangement for a week's vacation in connection with the observance of Christmas and Thanksgiving. The Committee, as well as parents and children, have great cause for thankfulness that no prevailing sickness has interrupted the progress and prosperity of the public schools the past season. The Committee take this opportunity to express their pleasure and gratitude to the Town for the cordial and generous approval of their suggestions in regard to a new Grammar School Building, and they fully believe it will not be a disappointment in the good results anticipated.

## SOUTH SCHOOLS.

If the statute did not require it, we should deem it almost unnecessary to write a report of the schools, when, for obvious reasons, it must contain much that has been written before.

Our schools in the main have done good work, and we have good reasons for expecting them to do so every year. The Town is liberal in its appropriations for school purposes, and the citizens have a right to demand a judicious expenditure of the same and that their schools shall compare favorably with those in other towns. In the practical workings there has been no material change. It is not good judgment to suppose that new theories or methods are beneficial in every case, many of the old ones are still good, and hard study is just as essential as in days gone by. Our higher grades could make far greater advancement if the scholars would attend regularly, but owing to the increased demand for young help in our manufactories but very few attend school over fourteen years of age, and the law allows those that are several years younger to be absent nearly half the school year. This is a very serious matter, and we are glad that our Legislature is trying to improve it.

The past year has been about an average one in the Ballard Vale schools. The Grammar department has been particularly interesting and profitable. It is very gratifying to us that so many have availed themselves of the superior training that this school has offered. The Intermediate has had rather an eventful year, and we may say not a very creditable one either. The Spring Term was very unsatisfactory, and it required much time and patience to straighten matters out and get the school in good working order again. This was done, however, and under its present very excellent teacher the school has in part recovered lost ground, and at present is doing as well as usual.

The Primaries have both been well managed; the baby department showing great improvement over previous years. An epidemic of measles interfered somewhat with the attendance in the Winter Term, but we are happy that nothing serious resulted from it.

While it is evident that scholars in graded schools have many advantages over those in ungraded ones, it must not be overlooked that those in the latter have theirs also, and sometimes it is not easy to determine which enjoy the greater privileges. Our mixed schools are usually smaller, and there are many things in their favor that it is not necessary to mention. As a rule the scholars are as far advanced as those of equal age in graded schools. The Holt and Scotland are examples of this. The scholars in both are ambitious and studious, and the deportment is of the highest order.

The "wear and tear" of school property is considerable. The necessary outlay for the buildings in Ballard Vale has been a new floor to the main entry and new steps outside, which we are obliged to maintain, although used very much by many not connected with the schools. These required an expenditure of $107.07. This whole building is in charge of your Committee, who are expected to make all needed repairs both to schoolrooms and stores, but they do not receive the income derived from it. If these stores are occupied much longer, considerable will be required to put them in proper shape. We hope, however, that other places will be provided before many years, as these are needed for school purposes. The present conveniences are not satisfactory, and we intend to improve them if possible, and remedy some of the evils that now exist.

There has not been a suitable building for storing wood and other purposes in Scotland District since the present schoolhouse was built. We have erected one at a cost of $176.70, which is adequate for all purposes, and looks more respectable than the one it replaced.

It was found by inspection that it would be better to shingle the Holt schoolhouse rather than try to stop the leaks

by patching. The shingles were too rotten to try this. The whole cost for doing this, and providing new steps at the front, fixing windows, and some general repairs was $143.10. It does not now appear that these two houses will need any extensive repairs, with the exception of painting, for some years.

## WEST PARISH SCHOOLS.

Concerning these schools there is no such marked change either in manner or method as to require special explanation or discussion. With one or two exceptions the schools have enjoyed the continued instruction of those teachers who have previously, and many of them for several years, given faithful and satisfactory service; and during none of the past, we may safely say, has that service been more successful or complete. Some of these are increasing in numbers, in regularity of attendance, in manifest interest and close application; while all manifest a desire through teacher and scholar to make the most of the opportunity now enjoyed.

The Frye School just launched, as it were, in the complete renovation and re-arrangement of both building and schools had nothing to consider, but spread sail and make all possible progress; an enviable opportunity successfully improved. But there comes now a change for the little ones. Miss Mattie A. Jones, who has for nearly eight years guided the thought and formation of school character for the Primaries in their first experience of school life, felt it necessary at the close of the Winter Term to resign her position, and the same has been given to Miss Helen W. Battles. The success which Miss Jones has attained in acquiring the affection and confidence of children and parents, and of awakening within them an interest in the welfare and success of the school is worthy of emulation by all who desire in this particular department of our public schools to make their services of appreciative value. This was manifest on the part of parents by their painstaking that their children might be at school always and in season; and on the part of the little ones by their unflagging interest in their recitations and exercises, which it was it the delight of parents and friends to witness. A valuable gift at the close of the term was additional testimony to their appreciation and esteem of teacher and friend. Of

the other departments in this school it is unnecessary to say aught, except that the same untiring effort which has heretofore characterized the labors of all has in no sense abated. The teacher of the Seniors made during the long vacation of last year a very commendable effort by an attendance of three weeks at the Teacher's Summer School, Saratoga, to fit herself for more successful service ; and the result of such effort is unmistakable in the schoolroom.

The West Centre is now the largest of our mixed schools, and as such acquires a constancy of thought and economy of time that admits no cessation on the part of whoever may be in charge. One unaccustomed to mixed schools has but little idea of the additional draft therein made upon the time, patience, and judgment of the teacher, as compared with a graded school of equal size. The teacher of this school seems not in these particulars to wane in any degree from the success of former years.

The Osgood has shown during the year a marked improvement in constancy of attendance. This is another of those good sized mixed schools in which is exhibited some very unique scheming for the utilizing of time. Miss Manning has, on account of sickness, been granted a vacation of a few weeks; and Miss Annie Woodworth, a recent graduate of Salem Normal, is substituting during the time.

Miss Nellie E. Boutwell, appointed as the successor of Miss Fannie Hardy in the Bailey School, has given much satisfaction by her efforts during this her first year as a teacher in the public schools of Andover. The same neatness and finish that has ever appertained to this school is still manifest, and it is a pleasurable hour that is spent in the observation of its work. The removal of families from the district has decimated the number in attendance, never too large, very materially.

Miss Annie E. Chase was called from the Abbott to fill a a vacancy in the South Centre and Miss Carrie L. Stott was appointed to her place. Miss Stott, although comparatively without experience, brought to her work so much of native

energy and tact, that her success thus far has been very gratifying.

In the North, Miss Battles was obliged for a season to resign on account of failing strength, and Miss Jennie A. Birnie was appointed to the vacancy, which has been well filled. The size of this school renders the management thereof not a difficult task, except in the matter of interest and enthusiasm, which are much more difficult to awaken in an extremely small, than in a very large school. A record for twelve weeks with but two tardy marks and one half day of absence on the part of any while members is a credit to any school.

Respectfully submitted,

LUTHER H. SHELDON,
FELIX G. HAYNES,
E. FRANCIS HOLT,

School Committee.

# APPENDIX.

## SECRETARY'S STATISTICAL REPORT.

### CENTRAL GRAMMAR.

#### FIRST DIVISION.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 64 | 59 | 69 |
| Whole number of scholars, | 115 | 44 | 40 |
| Over 15 years, | 12 | 3 | 3 |
| Between 8 and 14 years, | 79 | 32 | 32 |
| Neither absent nor tardy, | 19 | 20 | 7 |
| Number of visitors, | 10 | 10 | 16 |

#### SECOND DIVISION.

| | | |
|---|---|---|
| Length of School in days, | 59 | 69 |
| Whole number of scholars, | 41 | 41 |
| Over 15 years, | 3 | 5 |
| Between 8 and 14 years, | 38 | 36 |
| Neither absent nor tardy, | 5 | 4 |
| Number of visitors, | 9 | 7 |

#### THIRD DIVISION.

| | | |
|---|---|---|
| Length of School in days, | 59 | 59 |
| Whole number of scholars, | 55 | 55 |
| Over 15 years, | 0 | 0 |
| Between 8 and 14 years, | 55 | 55 |
| Neither absent nor tardy, | 12 | 11 |
| Number of visitors, | 9 | 18 |

## SOUTH CENTRE.

### FIRST INTERMEDIATE DEPARTMENT.

| | 1st Term. | 2d Term. | 3d Term |
|---|---|---|---|
| Length of School, in days, | 64 | 59 | 68 |
| Whole number of scholars, | 44 | 39 | 39 |
| Over 15 years, | 0 | 2 | 1 |
| Between 8 and 14 years, | 44 | 35 | 36 |
| Neither absent nor tardy, | 5 | 2 | 1 |
| Number of visitors, | 6 | 14 | 11 |

### SECOND INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 59 | 69 |
| Whole number of scholars, | 35 | 47 | 42 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 35 | 47 | 41 |
| Neither absent nor tardy, | 5 | 5 | 2 |
| Number of visitors, | 8 | 18 | 10 |

### FIRST PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 69 |
| Whole number of scholars, | 47 | 50 | 51 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 45 | 44 | 49 |
| Neither absent nor tardy, | 6 | 8 | 5 |
| Number of visitors, | 17 | 11 | 15 |

### SECOND PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 69 |
| Whole number of scholars, | 103 | 41 | 40 |
| Under 5 years, | 1 | 0 | 0 |
| Between 8 and 14 years, | 37 | 21 | 29 |
| Neither absent nor tardy, | 7 | 7 | 4 |
| Number of visitors, | 18 | 16 | 7 |

### THIRD PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | | 60 | 69 |
| Whole number of scholars, | | 56 | 60 |
| Under 5 years, | | 4 | 2 |
| Between 8 and 14 years, | | 1 | 0 |
| Neither absent nor tardy, | | 3 | 1 |
| Number of visitors, | | 29 | 23 |

## ABBOTT VILLAGE.

### SENIOR.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 38 | 36 | 38 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 38 | 36 | 38 |
| Neither absent nor tardy, | 13 | 16 | 9 |
| Number of visitors, | 19 | 10 | 12 |

### INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 40 | 41 | 43 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 22 | 20 | 26 |
| Neither absent nor tardy, | 7 | 16 | 6 |
| Number of visitors, | 17 | 9 | 8 |

### PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 33 | 26 | 27 |
| Under 5 years, | 0 | 2 | 2 |
| Between 8 and 14 years, | 2 | 2 | 3 |
| Neither absent nor tardy, | 7 | 4 | 3 |
| Number of visitors, | 20 | 9 | 5 |

## PHILLIPS.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 60 | 70 |
| Whole number of scholars, | 28 | 31 | 28 |
| Over 15 years, | 0 | 0 | 0 |
| Under 5 years, | 0 | 1 | 0 |
| Between 8 and 14 years, | 23 | 25 | 22 |
| Neither absent nor tardy, | 0 | 4 | 3 |
| Number of visitors, | 20 | 14 | 9 |

## HOLT.

| | | | |
|---|---|---|---|
| Length of School, in days, | 64 | 59 | 70 |
| Whole number of scholars, | 21 | 31 | 28 |
| Over 15 years, | 0 | 1 | 1 |
| Between 8 and 14 years, | 15 | 20 | 17 |
| Neither absent nor tardy, | 1 | 6 | 0 |
| Number of visitors. | 8 | 8 | 7 |

## SCOTLAND.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 24 | 27 | 23 |
| Over 15 years, | 0 | 0 | 1 |
| Between 8 and 14 years, | 19 | 20 | 20 |
| Neither absent nor tardy, | 2 | 3 | 0 |
| Number of visitors, | 4 | 15 | 12 |

## BALLARD VALE.

### GRAMMAR.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 22 | 28 | 27 |
| Over 15 years, | 0 | 0 | 1 |
| Between 8 and 14 years, | 22 | 28 | 26 |
| Neither absent nor tardy, | 3 | 0 | 1 |
| Number of visitors, | 8 | 9 | 13 |

### INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 41 | 36 | 40 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 41 | 36 | 40 |
| Neither absent nor tardy, | 0 | 0 | 2 |
| Number of visitors, | 5 | 15 | 13 |

### FIRST PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 36 | 36 | 45 |
| Under 5 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 31 | 29 | 33 |
| Neither absent nor tardy, | 3 | 7 | 2 |
| Number of visitors, | 6 | 16 | 13 |

### SECOND PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 59 | 51 | 57 |
| Under 5 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 19 | 15 | 17 |
| Neither absent nor tardy, | 3 | 0 | 1 |
| Number of visitors, | 3 | 10 | 11 |

## FRYE.

### SENIOR.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 64 | 59 | 70 |
| Whole number of scholars, | 21 | 26 | 25 |
| Over 15 years, | 1 | 0 | 1 |
| Between 8 and 14 years, | 20 | 23 | 24 |
| Neither absent nor tardy, | 9 | 5 | 5 |
| Number of visitors, | 5 | 10 | 15 |

### INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 59 | 70 |
| Whole number of scholars, | 25 | 23 | 24 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 25 | 23 | 24 |
| Neither absent nor tardy, | 8 | 11 | 8 |
| Number of visitors, | 4 | 14 | 13 |

### PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 59 | 70 |
| Whole number of scholars, | 48 | 42 | 41 |
| Under 5 years, | 0 | 0 | 1 |
| Between 8 and 14 years, | 11 | 14 | 12 |
| Neither absent nor tardy, | 14 | 13 | 10 |
| Not tardy, | 25 | 32 | 36 |
| Number of visitors, | 8 | 15 | 25 |

## WEST CENTRE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 38 | 42 | 40 |
| Under 5 years, | 0 | 1 | 0 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 25 | 25 | 27 |
| Neither absent nor tardy, | 6 | 10 | 4 |
| Number of visitors, | 2 | 14 | 9 |

## OSGOOD.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 21 | 23 | 25 |
| Under 5 years, | 0 | 1 | 0 |
| Over 15 years, | 0 | 0 | 2 |
| Between 8 and 14 years, | 14 | 15 | 14 |
| Neither absent nor tardy, | 9 | 5 | 2 |
| Number of visitors, | 34 | 11 | 22 |

## BAILEY.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 60 | 60 | 70 |
| Whole number of scholars, | 11 | 11 | 13 |
| Under 5 years, | 0 | 0 | 0 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 6 | 8 | 10 |
| Neither absent nor tardy, | 5 | 4 | 5 |
| Number of visitors, | 12 | 13 | 16 |

## ABBOTT.

| | | | |
|---|---|---|---|
| Length of School, in days, | 65 | 60 | 70 |
| Whole number of scholars, | 13 | 16 | 17 |
| Under 5 years, | 0 | 0 | 0 |
| Over 15 years, | 1 | 1 | 1 |
| Between 8 and 14 years, | 6 | 6 | 6 |
| Neither absent nor tardy, | 3 | 2 | 3 |
| Number of visitors, | 13 | 8 | 11 |

## NORTH

| | | | |
|---|---|---|---|
| Length of School, in days, | 60 | 60 | 70 |
| Whole number of scholars, | 11 | 8 | 9 |
| Under 5 years, | 0 | 0 | 0 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 8 | 8 | 6 |
| Neither absent nor tardy, | 5 | 2 | 3 |
| Number of visitors, | 10 | 14 | 7 |

# PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

## GRAMMAR SCHOOL.

### FIRST DIVISION.

SUMMER: FIRST TERM. — Sara E. Burke, Julia Cullinane, Louise E. Hardy, Jennie V. Piddington, Clara L. Stark, Maude Cole, Nellie Hayward, Katie Hurley, Alice Nolan, Caro Wilbur, George Eastman, Bertie Farnham' Timothy Mahoney, John Robertson, Rolland Spaulding, Sarah Piddington, Gertie Roberts, Watson Manning, Joseph A. Remmington, Richard White.

AUTUMN: SECOND TERM. — Leslie Abbott, Gertrude A. Burtt, Helen E. Chandler, Maude M. Cole, Florence L. Cummings, Ethel A. Stott, Charles S. Buchan, Charles B. Baldwin, Stewart S. Bell, Charles Duncan, Fred B. Goff, John Robertson, Duke Smith, Myra Bodwell, Nellie E. Hayward, Andrew W. Campbell, George H. Jones, James S. May, Percy Roberts, Rolland H. Spaulding, Alvin E. Tough.

WINTER: THIRD TERM. — Maude M. Cole, Ethel A. Stott, Duke Smith, Myra Bodwell, Nellie Hayward, Andrew W. Campbell, James S. May.

### SECOND DIVISION.

SECOND TERM. — Charles Boone, Joseph Remmington, Gertrude Roberts.

THIRD TERM. — Joseph Remmington, Bertie Farnham, Bella Greig, Lena Nolan.

### THIRD DIVISION.

SECOND TERM. — Alice Abbott, John Angus, Susie Burke, Lizzie Greig, Alice Kelley, Walter Rhodes, Marie Saumders, Mary Scott, Agnes Smith, James Souter, Laura Stark, Howard Wright.

THIRD TERM. — Alice Abbott, Frank Cole, Lizzie Greig, Annie Kneeland, Walter Rhodes, James Souter, Agnes Smith, Patrick Sullivan, Fred Whittemore, Richard White.

## SOUTH CENTRE.

### FIRST INTERMEDIATE DEPARTMENT.

First Term. — Alice Abbott, Lewis Eastman, Lizzie Greig, Marion Morse, Peter Smith.

Second Term. — Nellie Robbins, Marion Wood.

Third Term. — Willie Brown.

### SECOND INTERMEDIATE.

First Term. — Ralph B. Clement, Joanna Cullinane, Samuel P. Hulme, Arthur S. Roberts, Marion L. Wood.

Second Term. — Susan E. Abbott, Henry A. Bodwell, Marlborough Churchill, Walter B. Holt, James G. Putuam, Edna L. Smith.

Third Term. — Susan E. Abbott, Marlborough Churchill, Edna L. Smith.

### FIRST PRIMARY.

First Term. — Marlborough Churchill, James Kneeland, Grace Higgins, Bella Murphy, Gertrude Jackson, Susie Abbott.

Second Term. — Willie Burtt, Arthur Jackson, Austin Richards, Stewart Smith, Benjamin Smith, Gertrude Jackson, Marion Spaulding, Alex. Lindsay.

Third Term. — Harry Burtt, Charlie Hurley, Arthur Jackson, Stewart Smith, Leon Saunders.

### SECOND PRIMARY.

First Term. — Clinton M. Pomroy, Agnes McKenzie, William N. Lindsay, Stewart Clement, Emily C. Ashness, Benjamin F. Smith.

Second Term. — Daniel G. Abbott, Stewart H. Clement, John A. Findley, William N. Lindsay, Clinton M. Pomroy, Edith H. Valpey, Grace D. Wright.

Third Term. — John A. Findley, Sara G. Garside, William N. Lindsay Clinton M. Pomroy.

### THIRD PRIMARY.

Second Term. — Sidney McCurdy, George Piddington.

## ABBOTT VILLAGE.

### SENIOR DEPARTMENT.

First Term. — Willie Coutts, Alexander Dick, Willie Gillespie, James Lowe, Lizzie Lamont, Alice Kelley, Laura Stark, James Craik, Alex. L. Dick, Walter Ramsden, Emma Seacole, Marion Warden.

Second Term. — Bella L. Angus, John C. Craik, Alice Coutts, Alex. L. Dick, Alex. L. Gillespie, Willie Gillespie, Lizzie Lamont, James C. Lowe, Archie Lowe, Henry Hilton, George Kydd, Charlie Sloane, Marion Sloane.

Third Term. — Bella L. Angus, John J. Breslin, James Craik, John C. Craik, Alice Coutts, Emma Seacole, Charles Sloane, Marion Sloane, Walter Ramsden.

#### INTERMEDIATE DEPARTMENT.

First Term. — Mary Coutts, Freddie Angus, John Craik, George Greig, George Kydd, David Sloane.

Second Term. — Mary Coutts, Edith Higgins, Josie Higgins, Mary Seacole, Nellie Stewart, Annie Wakefield, Olive Wakefield, Joseph Burns, Herbert Hilton, Lester Hilton, Walter Lamont, Ralph Lawson, Charlie Ramsden, David Sloane, Stewart Sloane.

Third Term. — Willie Greig, John Hutchingson, David Sloane, Stewart Sloane, Mary Coutts, Edith Higgins, Olive Wakefield.

#### PRIMARY.

First Term. — Robert Barreti, David Coutts, William McDonald, Maggie O'Connell, Annie Wakefield, Walter Lamont, Stewart Sloane.

Second Term. — Robert Barrett, Annie Craik, Maggie McDermott, Alex. Wylie.

Third Term. — Robert Barrett, Benjysson Otto.

### PHILLIPS.

First Term. — None.

Second Term. — Charlie Hill, Frank Hill, Mary Hill, Louis Balch.

Third Term. — Mary Hill, Annie Jonnson, Katie Johnson.

### BALLARD VALE.

#### GRAMMAR.

First Term. — Ada Mears, Annie Tschander, Willie Stark.

Second Term. — None.

Third Term. — Pauline Lochmer.

#### INTERMEDIATE DEPARTMENT.

First Term. — None.

Second Term. — None.

Third Term. — Edith Connell, George Miller.

FIRST PRIMARY.

First Term. — John O'Donnell, Dellie Haynes.

Second Term. — Henry Chandler, Willie Conway, Thomas McKeon, John O'Donnell, Maggie Conway, Katie Eagan.

Third Term. — Willie Conway, Maggie Conway.

SECOND PRIMARY.

First Term. — James Burns, Alex. Lange, John Mowat, Jennie Stark.

Second Term. — Thomas Collins, Lily Aldrord, Hattie Newcomb, Josie Burns.

Third Term. — Arthur Knothe.

## HOLT.

First Term. — James A. Dole.

Second Term. — Amanda Boyce, Harry Boyce, Lizzie Dole, Lizzie Donovan, Ally Flint, Susie Haskell.

Third Term. — None.

## SCOTLAND.

First Term. — Ella Holt, Charlotte Holt.

Second Term. — Emma Hayward, Gertie Hayward, Polly Hayward

Third Term. — None.

## FRYE VILLAGE.

SENIOR DEPARTMENT.

First Term. — Stewart Bell, Otis Birnie, Jennie Dane, Willie Donald, James May, Mansfield Meston, Michael Phillips, Emanuel Rollins, Mary Sullivan.

Second Term. — Alice Dodson, Amelia Haupert, Maggie Phillips, Lizzie Soutar, James Soutar.

Third Term. — Otis Birnie, Eddie Hussey, Michael Phillips, Emanuel Rollins, James Soutar.

INTERMEDIATE DEPARTMENT.

First Term. — Alice Dodson, George May, Frank Craig, Walter Donald, Minnie Miller, Gertrude Wardman, Lewis Hatch, Mary McIntire.

Second Term. — Frank Craig, Albert May, Gertrude Wardman, Mary McIntire, Herbert Bailey, Willie Barrett, Edith Donald, John Mander, Mattie McCrory, Agnes Robinson, Hattie Dodson.

Third Term. — Leah Doble, Albert May, Mary McIntire, Walter Donald, John Mander, Martha McCrory, Agnes Robinson, Hattie Dodson.

PRIMARY.

First Term. — Alice Bell, Jane David, Hattie Dodson, George Hatch, Bella Haupert, James Hayes, Maggie Kydd, Gracie Leslie, Annie Soutar, John McCrory, Alex. Meston, David Miller, Agnes Robinson. 35 not tardy.

Second Term. — Robert Barrett, Alice Bell, Willie Collins, Jane David, Harriet Hatch, Bella Haupert, Maggie Kydd, Grace Leslie, John McCrory, Amelia Phillips, John Porter, Annie Soutar, Emma Stott. 32 not tardy.

Third Term. — Alice Bell, Jane David, Bessie Dodson, John Gillespie, Maggie Kydd, Grace Leslie, John McCrory, Jane Miller, Amelia Phillips, Annie Soutar. 26 not tardy.

## WEST CENTRE.

First Term. — Carrie J. Burtt, Gertrude A. Burtt, Annie Murphy, Timothy Murphy, George G. Phelps, Luella Phelps, Ethel Trow.

Second Term. — Raymond L. Buchan, Elorence A. Burtt, Harriett M. Colquhoun, Annie Murphy, Emma M. Phelps, Esther G. Phelps, George G. Phelps, Laura H. Phelps, Ethel Trow, Ralph Trow.

Third Term. — Carrie J. Burtt, Lucia M. Burtt, Emma M. Phelps, Laura H. Phelps.

## OSGOOD.

First Term. — Eva M. Lovejoy, Amy B. Lovejoy, John L. Noyes, Alvin S. Lovejoy, Fred. E. Dane, Fred. S. Harrington, Eddie E. Moulton, Sydney S. Grant.

Second Term. — Eva M. Lovejoy, Amy B. Lovejoy, George Carter, Frank Carter.

Third Term. — Eva M. Lovejoy, Abbie Carter.

## BAILEY.

First Term. — Josie S. Boutwell, Anna Boutwell, Alice Boutwelll, Charles Newton, Alice Flint.

Second Term. — Winthrop Boutwell, Anna Boutwell, Alice Boutwell, Charles Newton.

Third Term. — Winthrop Boutwell, Josie Boutwell, Annie Boutwell, Edwin Flint, Charles Newton.

## ABBOTT.

First Term. — Edith Hardy, Joshua Cuttle, Nellie Lovejoy, Lizzie Fitzgerald. Last tardy but once in five terms.

Second Term. — Joshua Cuttle, Alice Fitzgerald.

Third Term. — Joshua Cuttle, Edith Hardy, Lizzie Fitzgerald.

## NORTH.

First Term. — Ann Crowley, Mamie McGovern, Edith Abbott, Gayton Abbott, Arthur Abbott.

Second Term. — Edith Abbott, Arthur Abbott.

Third Term. — Ann Crowley, John Crowley, Maggie Rodgers.

## TABULAR STATEMENT.

| SCHOOLS. | TEACHERS. | Number of Terms. | Salary per Week. |
|---|---|---|---|
| Central Grammar: | M. Abby Whitehouse (Prin.), - | 3 | $20 00 |
| 2d Division: | M. Alice Jaquith, - - - - - | 1 | 9 00 |
| | Carrie E. Berry, - - - - - | 2 | 10 00 |
| 3d Division: | Carrie E. Berry, - - - - - - | 1 | 9 00 |
| | Susan M. Wilbur, - - - - - | 2 | 10 00 |
| South Centre, | | | |
| 1st Intermediate: | Susan M. Wilbur, - - - - - | 1 | 9 00 |
| | Anna E. Chase, - - - - - - | 2 | 9 00 |
| 2d Intermediate: | Ella F. Merrill, - - . - - - | 1 | 9 00 |
| | Annie B. Flint, - - - - - - | 2 | 9 00 |
| 1st Primary: | Mary E. Carter, - - - - - | 3 | 9 00 |
| 2d Primary: | Abbie A. Richardson, - - - - | 3 | 9 00 |
| | Hattie E. Harnden (Assist.), - | 1 | 8 00 |
| 3d Primary: | Hattie E. Harnden - - - - - | 2 | 9 00 |
| | Edith McLawlin, - - - - - | 2 | 6 00 |
| Abbott Village, | | | |
| Senior: | Frances W. Meldrum, - - - | 3 | 9 00 |
| Intermediate: | Emma E. Gould, - - - - - | 3 | 9 00 |
| Primary: | Gertrude C. Mason, - - - - | 3 | 9 00 |
| Phillips: | Martha A. Manning, - - - - | 3 | 9 00 |
| Holt | Mary E. Holt, - - - - - - | 2 | 9 00 |
| | Annie D. Holt, - - - - - - | 1 | 9 00 |
| Scotland: | Alice C. Jenkins, - - - - - | 3 | 9 00 |
| Ballard Vale, | | | |
| Grammar: | Florence Ayer, - - - - - - | 1 | 9 00 |
| | | 2 | 10 00 |
| Intermediate: | Ida J. Phelps, - - - - - - | 1 | 9 00 |
| | Caroline T. Manning, - - - - | 2 | 9 00 |
| 1st Primary: | Mary F. Browne, - - - - - | 3 | 9 00 |
| 2d Primary: | Annie O. S. Clemons, - - - - | 3 | 9 00 |
| Frye Village, | | | |
| Senior: | Jennie H. Greaves, - - - - - | 1 | 9 00 |
| | | 2 | 10 00 |
| Intermediate: | Emma L. Ward, - - - - - | 3 | 9 00 |
| Primary: | Mattie A. Jones, - - - - - | 3 | 9 00 |
| West Centre: | Hannah R. Bailey, - - - - - | 1 | 9 00 |
| | | 2 | 10 00 |
| Osgood: | Mary E. Manning, - - - - - | 3 | 9 00 |
| Bailey: | Nellie E. Boutwell, - - - - - | 3 | 9 00 |
| Abbott: | Anna E. Chase, - - - - - - | 1 | 9 00 |
| | Carrie L. Stott, - - - - - - | 1 | 8 10 |
| | | 1 | 9 00 |
| North: | Helen W. Battles, - - - - - | 1 | 8 10 |
| | Jennie A. Birnie, - - - - - | 1 | 8 10 |
| | | 1 | 9 00 |
| Music Teacher, | Edward Butterworth, - - - - | 3 | 9 00 |

## Average Membership and

| SCHOOLS. | Per-cent of Attendance for the Year. | AVERAGE |
|---|---|---|
| Central Grammar, 1st Division: | 96.2 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 2d Division: | 94.2 | Membership, - - - - - |
| | | Attendance, - - - - |
| 3d Division: | 93.8 | Membership, - - - - - |
| | | Attendance, - - - - |
| South Centre, 1st Intermediate: | 90.4 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 2d Intermediate: | 90.2 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 1st Primary: | 95.7 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 2d Primary: | 89.7 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 3d Primary: | 84.3 | Membership, - - - - - |
| | | Attendance, - - - - - |
| Abbott Village, Senior: | 94.7 | Membership, - - - - - |
| | | Attendance, - - - - - |
| Intermediate: | 95.5 | Membership, - - - - - |
| | | Attendance, - - - - - |
| Primary: | 91.9 | Membership, - - - - - |
| | | Attendance, - - - - - |
| Phillips: | 89.3 | Membership, - - - - - |
| | | Attendance, - - - - - |
| Ballard Vale, Grammar: | 90.2 | Membership, - - - - - |
| | | Attendance, - - - - - |
| Intermediate: | 88.9 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 1st Primary: | 90.2 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 2d Primary: | 90.9 | Membership, - - - - - |
| | | Attendance, - - - - - |

# Attendance of Scholars.

| MONTH. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1st. | 2d. | 3d. | 4th. | 5th. | 6th. | 7th. | 8th. | 9th. |
| 111.1 | 106.3 | 108.5 | 40.7 | 43. | 43.7 | 40. | 39. | 37.6 |
| 104.4 | 100.5 | 106.3 | 40.6 | 42.6 | 42.5 | 39.6 | 34.6 | 33.3 |
| | | | 37.7 | 39.5 | 39.5 | 38.5 | 41. | 38.8 |
| | | | 36.6 | 37.6 | 37. | 36.5 | 36.9 | 36.3 |
| | | | 52.3 | 54.7 | 52.8 | 54.4 | 53.2 | 53.6 |
| | | | 49.4 | 51. | 50.9 | 51.5 | 47.4 | 50.9 |
| 43.7 | 42.7 | 40. | 33 2 | 38.7 | 38. | 38.2 | 37.4 | 34.5 |
| 38.7 | 39.3 | 35. | 33.4 | 36. | 35.4 | 34.1 | 33.1 | 32.6 |
| 31.7 | 33.3 | 33. | 38.3 | 43. | 44. | 41.4 | 40. | 39.3 |
| 28.7 | 29.8 | 30.9 | 36.6 | 38.5 | 37. | 38. | 36.1 | 34.5 |
| 44.5 | 43. | 44.4 | 43.7 | 45. | 47.6 | 48.8 | 50. | 49. |
| 39.9 | 39.6 | 40.3 | 41.5 | 41.8 | 41.4 | 45. | 44. | 45.2 |
| 92.1 | 96.5 | 97.5 | 37. | 36.5 | 37.2 | 41.9 | 42.7 | 41.3 |
| 82.9 | 87.3 | 84.5 | 35.9 | 34.8 | 33.9 | 38.7 | 33.1 | 38.2 |
| | | | 58.9 | 59.5 | 59. | 55.5 | 55.9 | 53.6 |
| | | | 53.3 | 54.7 | 54.7 | 45.9 | 36 6 | 43.6 |
| 37.5 | 37.2 | 36.4 | 34.2 | 33.7 | 33. | 31.7 | 35. | 35. |
| 35.4 | 36.2 | 34.5 | 33.1 | 32.2 | 31.3 | 30. | 32.6 | 32. |
| 38.5 | 39.4 | 39.6 | 40.2 | 40.7 | 40. | 40. | 40.4 | 42.3 |
| 35.1 | 37.6 | 37.9 | 39.2 | 39.1 | 33.9 | 39.3 | 37.6 | 39.1 |
| 31.2 | 31. | 31. | 22.9 | 24.7 | 26. | 25.4 | 23.8 | 21.7 |
| 27.9 | 29.2 | 29.8 | 21.9 | 23.7 | 24.6 | 24.4 | 19.1 | 19. |
| 25.7 | 27.7 | 28. | 27.3 | 28.7 | 29. | 26.9 | 25.9 | 25.2 |
| 23. | 25.8 | 24.7 | 24.9 | 24.3 | 26. | 24.1 | 20.4 | 21.5 |
| 19.2 | 17.4 | 16.7 | 27.1 | 23.7 | 23.5 | 22.2 | 19. | 22.3 |
| 17.6 | 15.5 | 15.2 | 25.3 | 21.2 | 20.4 | 20.6 | 17. | 19.7 |
| 36.8 | 33.8 | 32.8 | 30.9 | 34.9 | 32.5 | 34.6 | 37.7 | 36. |
| 32.4 | 29.1 | 28.9 | 28.4 | 29.4 | 29.4 | 32.1 | 33.5 | 32.6 |
| 33. | 34.2 | 32. | 31.2 | 34.5 | 32.2 | 35.2 | 37.5 | 34.9 |
| 28.4 | 29.7 | 29.3 | 29.1 | 31.8 | 30.4 | 33.4 | 34.4 | 31.4 |
| 47.5 | 56.2 | 54.5 | 37. | 40. | 48.3 | 52.5 | 49. | 19.8 |
| 43.4 | 52. | 51.3 | 33.6 | 37.5 | 44.8 | 47.1 | 41.1 | 17.2 |

## AVERAGE MEMBERSHIP AND

| SCHOOLS. | Per-cent of Attendance for the Year. | AVERAGE |
|---|---|---|
| HOLT: | 89.8 | Membership, - - - - - - |
| | | Attendance, - - - - - - |
| SCOTLAND: | 86.6 | Membership, - - - - - - |
| | | Attendance, - - - - - - |
| FRYE VILLAGE, Senior: | 95.9 | Membership, - - - - |
| | | Attendance, - - - - - |
| Intermediate: | 97.1 | Membership, - - - - - - |
| | | Attendance. - - - - - - |
| Primary: | 94.2 | Membership, - - - - - - |
| | | Attendance, - - - - - - |
| WEST CENTRE: | 91.0 | Membership, - - - - - - |
| | | Attendance, - - - - - - |
| OSGOOD: | 90.1 | Membership, - - - - - - |
| | | Attendance, - - - - - - |
| BAILEY: | 97.3 | Membership, - - - - - - |
| | | Attendance, - - - - - - |
| ABBOTT: | 83.1 | Membership, - - - - - - |
| | | Attenpance, - - - - - - |
| NORTH: | 99.2 | Membership, - - - - - - |
| | | Attendance, - - - - - - |
| Total Average, | 91.93 | |

The Number of Scholars enrolled in the Schools for the year 1887–88, was as follows:

| | |
|---|---|
| Centre District, | 515 |
| South District, | 236 |
| West District, | 224 |
| Total, | 975 |

Number enrolled for the Term ending November 18, 1887, 888

## ATTENDANCE OF SCHOLARS — *cont.*

| MONTH. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1st. | 2d. | 3d. | 4th. | 5th. | 6th. | 7th. | 8th. | 9th. |
| 17.5 | 19.2 | 20.8 | 23.6 | 25 8 | 26.8 | 27.2 | 17.8 | 18.3 |
| 15.7 | 17.7 | 20.1 | 23.2 | 24.7 | 25.8 | 26 3 | 8.7 | 14.8 |
| 21. | 23. | 23. | 23. | 25 | 27. | 24. | 21. | 23. |
| 18. | 20. | 20. | 21.5 | 24. | 24.5 | 20.9 | 13.5 | 19.5 |
| 19.7 | 18. | 18. | 24.6 | 23.5 | 23.5 | 21.8 | 21.2 | 21. |
| 19.1 | 17.4 | 17.9 | 24.3 | 22.7 | 22.2 | 18.5 | 20.2 | 20.4 |
| 24. | 24.1 | 22. | 21.5 | 22.3 | 21 7 | 22.5 | 21.6 | 21.5 |
| 22.4 | 22.6 | 21.3 | 21.2 | 22. | 21.4 | 21.8 | 20.8 | 21. |
| 43.2 | 47.5 | 46.5 | 39.6 | 39.8 | 37.2 | 39.6 | 37.5 | 37. |
| 40.6 | 44.4 | 44.1 | 38.7 | 38.1 | 35.1 | 38.4 | 32 3 | 35.1 |
| 36.9 | 37. | 37. | 39. | 39 2 | 38. | 38.7 | 37.7 | 34.7 |
| 35. | 33.5 | 34.5 | 36.6 | 35 9 | 35.6 | 36. | 30.7 | 30.2 |
| 15 3 | 16.6 | 18 1 | 19.6 | 20.9 | 19 3 | 22.2 | 22. | 19.2 |
| 14.9 | 16 4 | 17.5 | 18.9 | 20. | 18 7 | 21. | 20.7 | 17. |
| 10. | 10.7 | 10.2 | 10. | 10.7 | 11. | 12. | 10.2 | 9.3 |
| 9.7 | 10.4 | 10.17 | 9 87 | 10.7 | 10 6 | 11.45 | 9.6 | 9.1 |
| 12. | 13. | 12. | 12. | 16. | 16. | 16. | 12. | 12. |
| 10.2 | 10.1 | 10 8 | 10.2 | 14.2 | 13 7 | 13. | 9.5 | 8.9 |
| 10. | 8.4 | 10. | 7.1 | 7. | 7.8 | 8.7 | 9. | 9. |
| 10. | 8.38 | 9.93 | 7. | 7. | 7.8 | 8.7 | 8.7 | 8.9 |

By the column of per-cent attendance it may be seen that the schools of Centre District, including Grammar, South Centre, Abbott Village, and Phillips, have an average of, 92.07

Those of the South District, including Ballard Vale, Scotland, and Holt, 89.43

Those of the West District, including Frye Village, West Centre, and remainder of West Parish, 93.47

## ORGANIZATION OF SCHOOL COMMITTEE FOR 1888-89.

| | |
|---|---|
| Luther H. Sheldon, Chairman, | Term expires, 1889. |
| E. Francis Holt, Secretary, | Term expires, 1890. |
| Felix G. Haynes, Auditor, | Term expires, 1891. |

Sub-Committee on :

Grammar, South Centre, Abbott Village, and Phillips Schools, Luther H. Sheldon.

Ballard Vale, Scotland, and Holt Schools, Felix G. Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North Schools, E. Francis Holt.

Truant Officers :

Centre District, Richard M. Abbott.

Ballard Vale, Joseph Scott.

# REPORT

OF THE

# PUNCHARD FREE SCHOOL.

# PRINCIPAL'S REPORT.

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To the Trustees of Punchard Free School.

Gentlemen: I herewith submit the Annual Report of the Punchard Free School, for the year ending April 1, 1888.

## TERMS.

Spring Term, from April 6, 1887, to June 23, 1887.
Fall Term, from September 7, 1887, to December 20, 1887.
Winter Term, from January 4, 1888, to March 27, 1888.

## SCHOOL STATISTICS.

| | Spring Term. | Fall Term. | Winter Term. |
|---|---|---|---|
| Length of School, in days, | 55 | 73 | 60 |
| Average membership, | 57 | 54 | 53 |
| Average attendance, | 56.5 | 53.4 | 51.3 |

Items for the State Annual Report from April 1887 to April 1888:

| | |
|---|---|
| 1. Length of School, | 9 months. |
| 2. Number of different pupils attending during the year, | 66 |
| 3. Number of different pupils not enrolled in some other school in town attending during the year, | 57 |
| 4. Of the latter number over 15 years of age, | 32 |
| 5. The number between 8 and 14, | 25 |
| 6. Average membership for the year, | 54.6 |
| 7. Average attendance for the year, | 53.7 |

## ROLL OF HONOR.

Pupils who have not been absent or tardy.

### SPRING TERM.

Abbott, S. Agnes.
Carruth, C. Louise.
Gilbert, Elsie L.
Holt, Ida J.
Mason, Mary F.
Stone, Colver J.
Bailey, Anna M.
Barnett, Helen I.
Bodwell, Charles A.
Lowe, Harry B.
Wardwell, Addie L.
Abbott, Eva E.
Abbott, Florence I.
Beard, A. Josephine.
Buchan, Annie I.
Cogswell, Mary L.
Coulie, Lyall H.
Cummings, Arthur G.
Flint, Mabel S.
Hayward, Carrie P.
Hinton Alice, M.
Holt, John V.
Hurley, Mary A.
Moody, Clara E.
Tucker, Charles W.
Abbott, Lilla A.
Deane, Alice C.
Deane, Hattie L.
Downing, Emanuel.
Downing, Nellie G.
Duval, Effie B.
Gilbert, Guy W.
Goldsmith, Clarence.
Ladd, Fred H.
Noyes, H. Edna.
Richardson, Elizabeth.

### FALL TERM.

Bailey, Anna M.
Barnett, Helen I.
Bodwell, Charles A.
Carpenter, Jennie B.
Langlands, Grace A.
Lowe, Harry B.
Abbott, Florence I.
Beard, A. Josephine
Flint, Mabel S.
Graffam, Mary L.
Hayward, Carrie P.
Hinton, Alice M.
Holt, John V.
Hurley Mary A.
Moody, Clara E.
Moody, Edwin C.
Driscoll, Michael F.
Duval, Effie B.
Farnum, Laura F.
Gilbert, Guy W.
Goldsmith, Clarence.
Noyes, Frank.
Noyes, H. Edna.
Richardson, Elizabeth.
Deane, Alice C.
Doherty, Mary C.
Graffam, Winona.
Hardy, Louise E.
Piddington, Jennie A.
Stark, Clara L.
Abbott, Lilla A.
Jensen, Lena.
Makepeace, Walter D.

WINTER TERM.

Bailey, Anna M.
Bodwell, Charles A.
Lowe, Harry B.
Abbott, Eva E.
Abbott, Florence I.
Beard, A. Josephine
Coulie Lyall, H.
Hayward, Carrie P.
Holt, John V.
Moody, Clara E.
Moody, Edward C.
Farnum, Laura F.
Goldsmith, Clarence.
Noyes, Frank.
Richardson, Elizabeth.
Saunders, Antoine.
Cummings, Blanche L.
Driscoll, Jerry A.
Hardy, Lonise E.
Norton, Carrie.
Stark, Clara L.
Tucker, Alice L.
Abbott, Lilla A.
Gilbert, Guy W.
Hurley, Mary A.
Jensen, Lena.

# COURSE OF STUDY.

## GENERAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | French. |
| Chemistry — Qual. Anal. | French. | Botany. |
| Trigonometry. | Science of Government. | English Literature. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

## CLASSICAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Cicero. | Cicero. | Latin. |
| Iliad. | Iliad. | Greek. |
| Review of Mathematics. | French. | French. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | Virgil. |
| Anabasis. | Anabasis. | Anabasis. |
| Greek Prose. | Greek Prose | Review of Mathematics. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Greek Grammar. | Greek Lessons. | Greek Lessons. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | Roman History. |

## ENGLISH COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Chemistry—Qual. Anal. | French. | French. |
| Trigonometry. | Science of Government. | English Literature. |
| Physical Geography. 4 | Rhetoric. 4* | |
| English Authors. 1 | English Authors. 1 | Botany. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |
| History. 4 | History. 4 | History. 4 |
| American Authors. 1 | American Authors. 1 | American Authors. 1 |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Commercial Arithmetic. | Bookkeeping. | Physiology. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

* The figures indicate the number of recitations a week in each study.

The courses of study adopted last year have been closely followed. They are found in the main satisfactory. If any change is desirable, it is in diminishing the number of studies. There is little educational value in running hastily over a variety of subjects; thorough work on a few, rather than a desultory study of many, affords the mental discipline and training that makes practical men and women. It is, however, difficult to decide what studies to omit. Some that it would seem desirable to pursue for a longer time cannot be properly continued without increasing the teaching force of the school.

The general scholarship of the school has been much improved during the year. The progress of many toward thorough work and accurate knowledge has been marked and gratifying. There are others, however, who, on account of imperfect previous training, lack of interest, or want of ability, do not accomplish satisfactorily the work of their classes. Such pupils are not allowed to go on until the work has been properly made up and the examinations successfully passed. If not made up before the beginning of the next year, the study must be taken with the next lower class. This plan seems to be the only one just to all, placing the duller pupils where the work is lighter, and allowing the class to go on unencumbered. The cases are rare where faithful attention to duty will not enable a pupil to accomplish the work of the school.

The requirement of the Trustees that pupils obtain a mark of at least 60 in the entrance examination is working good to the school. It has been gratifying to note that all pupils who were recommended by their teachers in the lower schools as qualified to enter Punchard passed the examination, together with some not so recommended. It may be confidently asserted that no pupils who are prepared to profit by the advantages of the high school are prevented from entering by this requirement. On the other hand, those who are qualified to do the work intelligently are not held back by

the dead weight of the unqualified, who consume more than their just proportion of the teacher's time.

The class of 1887, at their graduation, presented to the school a portrait in oil of their former much esteemed principal, Mr. William G. Goldsmith. The portrait is by Miss Emily G. Means, and is pronounced an accurate likeness. It is tastefully framed, and adds much to the attractiveness of the room.

The present graduating class have, with the proceeds of the fair held last fall, placed a handsome book-case of quartered oak in the schoolroom, and in it fifty-nine volumes of valuable reference books. The case is an ornament to the room, and the books were much needed in the work of the school. The class deserves the thanks of future members of the school for their gift, and for establishing a precedent which it is hoped will be followed until Punchard is provided with a suitable working library.

Thanks are also due to the public for their liberal patronage of the class fairs that have made such gifts possible. The wise disposal of the income from the fairs by the last two classes will warrant and encourage future patronage. The friends of the school can do much, at very slight cost to themselves, to increase its working usefulness.

In conclusion, I would say that it would be encouraging to both pupils and teachers if parents and others would frequently visit the classes. It is an incentive to good work to feel that visitors may be expected at any time. When pupils see that their friends are interested, they realize more fully the importance of their work. The welfare of Punchard should be near to the hearts of people of Andover, and the influence of the school may be greatly extended by their cordial co-operation.

Respectfully submitted,

CHARLES H. CLARK,

PRINCIPAL.

# ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1888-89.

President, Rev. Frederick Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:
Rev. Frederick Palmer.
Rev. F. W. Greene.
Samuel H. Boutwell,

Prudential Committee:
George Gould,
Samuel H. Boutwell.

Auditing Committee:
George Gould,
Horace H. Tyer.

## TEACHERS.

Charles H. Clark, Principal.
Miss Martha Sprague, 1st Assistant.
Miss Florence M. Locke, 2d Assistant.

# REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

# TOWN OF ANDOVER,

FOR THE TERM ENDING

## JUNE 15TH, 1888.

ANDOVER, MASS.
THE ANDOVER PRESS.
1889.

# REPORT.

The School Committee having thought it advisable to have their Annual Report cover the entire school year instead of a part of two years, will now finish that portion of the last year which remains, bringing the time up to the first of September last, the commencement of the present school year.

It was also thought proper to attend to the change which has been made in centralizing the schools in the middle of the town. Since our last Report the town has generously supplied the deficiency of school accomodations, owing to the rapid increase of scholars in this portion of Andover, and also the felt need of a longer term, and more advanced study in the Grammar Department. To meet this want an ample appropriation was made for a New Grammar School building, furnishing accomodations for four grades in the Grammar Department, and thus practically opening four rooms for the pupils in the South Centre Primary and Phillips in the old Grammar School building. The new building being finished and delivered into the hands of the School Committee, the transfer of the schools, with the exception of Phillips, was made on January 21, 1889. The change has been exceedingly gratifying to teachers and pupils, as well as to the Committee.

A large proportion of our Grammar School children graduate directly into active business employments, and thus close up their "public school" education. There are certain

studies, of an advanced character, supplementing the present Grammar grades, which seem especially adapted to a successful and intelligent business career, which our three years course does not reach. It was the wish and aim of the Committee to provide for this deficiency, by the addition of this fourth grade. This also would, in part, remedy the present overcrowded condition of most of the schools in the old Grammar School building. These reasons, with some minor considerations, led to the erection of this new building. And the Committee wish to congratulate the Town on the completion of this edifice, so admirably planned, and adapted to the uses for which it was built, and for the substantial and workmanlike manner in which the builders executed their contract. Both the architects and the contractors deserve great praise, as well as the Town's Building Committee, for the faithful service that each respectively bore in this noble enterprise. Taking it "all in all," few towns can boast of a school building so admirably adapted in its location, in its internal arrangements, and in its finish to the purposes of school instruction; so finely and healthily heated and ventilated; so wisely arranged for the convenience and comfort of teachers and pupils throughout, as this.

The main building is 60 by 80 feet. It has two stories for school-rooms, with an ample basement divided into three rooms; in one of which are the heating arrangements, and the other two are for recess and stormy days, each sex having a room by themselves. Three main rooms, each 26 by 32 feet and 12 in height, occupy the first floor. Attached to each schoolroom are two separate hat and cloak rooms, and ample book closets. A wide hall divides the west from the east rooms, and an easy and commodious stairway at each end leads to the story above. The second story furnishes a very inviting room on the front of the building, similar in size and character to the room below. From this look-out you have a fine view of the town, as well as of the entire playground. On each side, north and south, are small rooms for the use of teachers, while across the spacious

entry is a large hall 32 by 57, at present to be used for united gatherings for general instruction, examinations, exhibitions, or lectures, in fact, for any purpose when it may be needful to bring the different grades into one room. If, in the future, it may be necessary, as in the old Grammar School building, to divide this hall, two rooms similar to those underneath can be made from it at little expense. Each of the four schoolrooms will contain 48 desks of the latest improved pattern, and are amply provided with blackboards and needed furniture for teachers. As "Cleanliness is next to Godliness," a marble washbowl with the necessary adjuncts will be found in each hall.

Particular attention has been paid to the ease of ingress and egress, the doors swinging outward according to legal requirement. The building is heated by steam, the pipes being placed so as to convey the heat to those parts of the rooms most exposed to cold winds, and pure outside air is brought into the rooms at the discretion of the teacher. In fine, it has the best system of ventilation known to experts in this department. The building is finished in whitewood, beautifully stained, in imitation of cherry, and varnished. Suitable shades are provided for the windows, and every needful aid for comfort and study seems to have been supplied.

With proper attention to the grounds around, the making of walks, and the planting of trees, Andover will have school buildings and school grounds, so far as the Centre is concerned, of which she need not be ashamed. In order to derive full advantage from this admirable outfit, the Committee have under consideration the introduction of advanced studies for the highest or fourth grade, and such other changes as shall secure to all concerned the greatest possible benefit which the new situation offers.

## CENTRAL GRAMMAR, SOUTH CENTRE, ABBOTT VILLAGE, AND PHILLIPS SCHOOLS.

In continuing our Report of the last school year, the same general remarks and suggestions, as were then made would seem appropriate to its conclusion. There was no interruption or falling off in the prosperity of the schools, or in the success of those employed as teachers. Most of the schools in the Centre remained crowded to the end of the school year. The three Grammar grades, retaining the same teachers, Miss Whitehouse, Miss Berry, and Miss Wilbur, maintained their high reputation, and exhibited at the close of the year the painstaking devotion of teachers, and generally as satisfactory improvement on the part of the pupils. It is not to be expected that all scholars in any one school will make the same advance in mastering the branches taught. Even if all were alike attentive and studious, which is never the fact, all are not alike quick to comprehend and retain the information given by book or teacher. All are not alike regular in their daily attendance, and punctual to duty. With all these necessary drawbacks we do not hesitate to say that these schools will compare favorably with schools elsewhere, gathered from a similar population.

Miss Anna E. Chase, in the First Intermediate, South Centre, carried her classes to the end of the school year with her usual thoroughness and energy, to the entire satisfaction of the Committee.

Miss Annie B. Flint, who has had charge of the Second Intermediate, deserves great praise for the order secured, the improvement made by her pupils, and her quiet but persistent efforts to utilize every moment of school hours to impart useful information in the line of authorized studies.

The First Primary, South Centre, still enjoyed the services of Miss Mary E. Carter, whose ability and reputation as a teacher are a sufficient guarantee for the excellence of her school, and the satisfactory advance of her pupils.

Miss Abbie A. Richardson fully sustained her established popularity in the Second primary, and her examination clearly revealed the painstaking care bestowed on the little ones under her direction.

Miss Hattie E. Harnden has had the entire charge of the Third Primary, with her well-established habits of industry and perseverance in this introductory course of instruction.

Miss McLawlin continued her overflow class of the Third Primary in the private apartment of Mr. Cole, during the remainder of the year; under many difficulties, but with satisfactory results.

In Abbott Village, Miss Frances W. Meldrum, Miss Emma E. Gould, and Miss Gertrude C. Mason continued the instruction of the three grades, in the same order as during the former part of the school year, and as indicated in our last Report. Not only the examinations at the close, but the visits of the Committee revealed that faithful work on the part of teachers and scholars had marked the progress of each of these schools.

The number of pupils greatly increased in Phillips during Miss Martha Manning's year of instruction. There was no particular change in this school. The great irregularity of attendance on the part of some pupils interfered with the uniformity of progress, which is attained under a regular daily gathering. The most faithful service of the teacher cannot reach and benefit absent pupils.

The short period of the school year reported at this time does not afford much new material for extended remark, or call for many new suggestions. The schools generally were in about the same condition, so far as faithful instruction and mental improvement were concerned, as they were at the close of our last Report. We believe the course of study assigned to the different departments in our graded schools has been faithfully attended to, with such supplementary exercises as would increase the interest of the pupil, and aid in the understanding of the subject, and in improving the odd moments of the school-room. This work has been left

mainly to the good judgment and skill of the teacher, with suggestions from the Committee when needed. The attendance of the Centre Schools has been about the same as the former Report indicates,— about 500.

## SOUTH SCHOOLS.

The present does not require a very long Report, as nothing very remarkable has transpired that could be interesting to write about. All the schools in this vicinity have "pursued the even tenor of their ways," and for the most part have had a profitable term. It must be admitted, however, that it is uphill work to run our schools so that all will be satisfied; meanwhile, it would be well for parents to visit the schools during the session, and judge for themselves the progress that is being made. If they did, their ideas would undergo a radical change, and they would not be so ready to believe everything to be true that they hear derogatory to our school system or management. The schools are not perfect, but they will bear inspection; and then, again, they may not be as good as those in neighboring towns; but we have yet to see the scholar coming from another school that was in any way superior in scholarship to those in our own. They may have been in higher grades, but grades do not make the scholar.

The exercises in the Grammer Department examination-day were fully equal to any held in that room. The school has, in our opinion, steadily gained in deportment and scholarship since Miss Ayer has had charge, and our only regret is that more will not take advantage of the privileges offered them. It is a wrong idea for scholars to leave when most of them could, as well as not, attend for a longer period.

In the Intermediate, in charge of Miss Caroline Manning, the exercises were far better than last year, but did not come up to what we could wish, or what might reasonably be expected. The school has suffered of late from a few insub-

ordinate pupils, who have made it very unpleasant, to say the least, for teachers and Committee, and if the measures resorted to seemed too harsh, the present appearance of the school has amply justified us in the course taken. We hope for the good name of the village that it will not be long before this school will merit the good name it was once entitled to, and that parents and pupils will aid in the efforts that are being made in that direction.

The two Primaries are in about the same condition as in former years. Miss Brown, who has had charge of the First for ten years, has, as usual, accomplished much good work, particularly in fitting her highest class for promotion.

The Second, in charge of Miss Clemons, has made about the average advancement. With over fifty scholars whose average age is six and one half years, it is out of the question to have it quiet; but they must receive their first lessons in discipline somewhere, and this room offers good facilities.

It is evident that more room will soon be needed for the schools in this village, but this is not the proper place to discuss it. We prefer to await the action of the Town, knowing that the citizens of Andover are ever ready and willing to do what is necessary for the comfort and welfare of the rising generation, who are entireiy dependent on the common schools for their education.

The Scotland still maintains its good reputation for scholarship and discipline. It is one of our best mixed schools, and anyone who was present at the examination could but consider it as such. We were much pleased with the prompt answers in recitation, and with the very interesting general exercises. Miss Nellie L. Buck assumed charge of the school this term, and gave general satisfaction.

The Holt has increased in numbers, but the school is composed of a large proportion of young pupils. A good class, however, of advanced pupils still remain. A credit to themselves and to the school. The little ones are noted as bright, active, and studious children, whose pleasing recitations are usually very interesting. Miss Holt, the former

teacher, who has been here for several terms, resigned at the close. While we regret that such should be the case, our best wishes for her future prosperity and happiness go with her.

## WEST PARISH SCHOOLS.

Since the present report is but for a single term, and a full report for the year is to be written at the close of the summer examinations, it seems unnecessary to give any beyond the statistical, than that the West Schools with the exception of the Osgood were in charge of the same teachers as during the previous terms; receiving from them instruction imparted in the same efficient and faithful manner.

Miss Manning, of the Osgood, felt obliged, on account of illness, to absent herself for a time, and Miss Annie Woodworth was assigned to the vacancy. Miss Woodworth resigning at the end of two weeks to accept a permanent situation, Miss Lillian Cole was appointed to complete the term. Both these young teachers acquitted themselves well during their short experience.

None should fail to notice the rapid increase in the enrolment of our schools, and we trust that at the close of the newly arranged year a report can be given that will be gratifying to all interested therein.

Respectfully submitted,

LUTHER H. SHELDON,
FELIX G. HAYNES,
E. FRANCIS HOLT,
School Committee.

# APPENDIX.

## SECRETARY'S STATISTICAL REPORT.

### CENTRAL GRAMMAR.

#### FIRST DIVISION.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 39 |
| Over 15 years, | 6 |
| Between 8 and 14 years, | 15 |
| Neither absent nor tardy, | 13 |
| Number of visitors, | 10 |

#### SECOND DIVISION.

| | |
|---|---|
| Length of School in days, | 59 |
| Whole number of scholars, | 35 |
| Over 15 years, | 4 |
| Between 8 and 14 years, | 31 |
| Neither absent nor tardy, | 8 |
| Number of visitors, | 2 |

#### THIRD DIVISION.

| | |
|---|---|
| Length of School in days, | 59 |
| Whole number of scholars, | 53 |
| Over 15 years, | 0 |
| Between 8 and 14 years, | 53 |
| Neither absent nor tardy, | 7 |
| Number of visitors, | 5 |

## SOUTH CENTRE.

### FIRST INTERMEDIATE DEPARTMENT.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 35 |
| Over 15 years, | 1 |
| Between 8 and 14 years, | 33 |
| Neither absent nor tardy, | 3 |
| Number of visitors, | 11 |

### SECOND INTERMEDIATE.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 41 |
| Over 15 years, | 0 |
| Between 8 and 14 years, | 41 |
| Neither absent nor tardy, | 6 |
| Number of visitors, | 11 |

### FIRST PRIMARY.

| | |
|---|---|
| Length of School, in days, | 58 |
| Whole number of scholars, | 52 |
| Between 8 and 14 years, | 52 |
| Neither absent nor tardy, | 7 |
| Number of visitors, | 15 |

### SECOND PRIMARY.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 45 |
| Between 8 and 14 years, | 35 |
| Neither absent nor tardy, | 11 |
| Number of visitors, | 16 |

### THIRD PRIMARY.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 38 |
| Between 8 and 14 years, | 5 |
| Neither absent nor tardy, | 0 |
| Number of visitors. | 12 |

### SECOND DIVISION.

| | |
|---|---|
| Length of School in days, | 59 |
| Whole number of scholars, | 30 |
| Under 5 years, | 0 |
| Neither absent nor tardy, | 1 |
| Number of visitors, | 0 |

## ABBOTT VILLAGE.

### SENIOR.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 37 |
| Over 15 years, | 0 |
| Between 8 and 14 years, | 36 |
| Neither absent nor tardy, | 13 |
| Number of visitors, | 22 |

### INTERMEDIATE.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 42 |
| Over 15 years. | 0 |
| Between 8 and 14 years, | 28 |
| Neither absent nor tardy, | 17 |
| Number of visitors, | 8 |

### PRIMARY.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 34 |
| Under 5 years, | 0 |
| Between 8 and 14 years, | 5 |
| Neither absent nor tardy, | 7 |
| Number of visitors, | 14 |

## PHILLIPS.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 28 |
| Over 15 years, | 1 |
| Under 5 years, | 0 |
| Between 8 and 14 years, | 22 |
| Neither absent nor tardy, | 9 |
| Number of visitors, | 19 |

## HOLT.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 29 |
| Over 15 years, | 1 |
| Between 8 and 14 years, | 14 |
| Neither absent nor tardy, | 1 |
| Number of visitors, | 8 |

## SCOTLAND.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 23 |
| Over 15 years, | 0 |
| Between 8 and 14 years, | 17 |
| Neither absent nor tardy, | 6 |
| Number of visitors, | 10 |

## BALLARD VALE.

### GRAMMAR.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 39 |
| Over 15 years, | 3 |
| Between 8 and 14 years, | 36 |
| Neither absent nor tardy, | 5 |
| Number of visitors, | 8 |

### INTERMEDIATE.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 23 |
| Over 15 years, | 0 |
| Between 8 and 14 years, | 23 |
| Neither absent nor tardy, | 5 |
| Number of visitors, | 11 |

### FIRST PRIMARY.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 44 |
| Under 5 years, | 0 |
| Between 8 and 14 years, | 39 |
| Neither absent nor tardy, | 10 |
| Number of visitors, | 8 |

### SECOND PRIMARY.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 66 |
| Under 5 years, | 0 |
| Between 8 and 14 years, | 17 |
| Neither absent nor tardy, | 4 |
| Number of visitors, | 12 |

## FRYE.

### SENIOR.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 22 |
| Over 15 years, | 1 |
| Between 8 and 14 years, | 21 |
| Neither absent nor tardy, | 5 |
| Number of visitors, | 5 |

### INTERMEDIATE.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 25 |
| Over 15 years, | 0 |
| Between 8 and 14 years, | 25 |
| Neither absent nor tardy, | 7 |
| Number of visitors, | 9 |

### PRIMARY.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 44 |
| Under 5 years, | 0 |
| Between 8 and 14 years, | 6 |
| Neither absent nor tardy, | 11 |
| Number of visitors, | 12 |

## WEST CENTRE.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 46 |
| Under 5 years, | 0 |
| Over 15 years, | 0 |
| Between 8 and 14 years, | 30 |
| Neither absent nor tardy, | 10 |
| Number of visitors, | 14 |

## OSGOOD.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 19 |
| Under 5 years, | 0 |
| Over 15 years, | 0 |
| Between 8 and 14 years, | 11 |
| Neither absent nor tardy, | 2 |
| Number of visitors, | 10 |

## BAILEY.

| | |
|---|---|
| Length of School, in days, | 60 |
| Whole number of scholars, | 14 |
| Under 5 years, | 3 |
| Over 15 years, | 0 |
| Between 8 and 14 years, | 9 |
| Neither absent nor tardy, | 2 |
| Number of visitors, | 10 |

## ABBOTT.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 19 |
| Under 5 years, | 0 |
| Over 15 years, | 1 |
| Between 8 and 14 years, | 12 |
| Neither absent nor tardy, | 0 |
| Number of visitors, | 17 |

## NORTH.

| | |
|---|---|
| Length of School, in days, | 59 |
| Whole number of scholars, | 7 |
| Under 5 years, | 1 |
| Over 15 years, | 0 |
| Between 8 and 14 years, | 3 |
| Neither absent nor tardy, | 0 |
| Number of visitors, | 9 |
| Not absent, but tardy once, | 2 |

# PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY DURING THE TERM.

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## GRAMMAR SCHOOL.

### FIRST DIVISION.

Ethel A. Stott, Charles B. Baldwin, Fred B. Goff, Philip F. Ripley, Atherton R. Ramsdell, James P. Roberts, Charles Duncan, Leslie Abbott, Nellie E. Hayward, Andrew W. Campbell, George H. Jones, James S. May.

### SECOND DIVISION.

Emily Boone, Florence Chandler, Maidie Coy, Ruey Kimball, Gertie Roberts, Charles Boone, George Eastman, J. Gussie Remington.

### THIRD DIVISION.

Alice Abbott, Russell Chandler, Frank Cole, George Nice, Walter Rhodes, Marie Saunders, James Souter.

## SOUTH CENTRE.

### FIRST INTERMEDIATE DEPARTMENT.

Willie Brown, Sammie Hulme.

### SECOND INTERMEDIATE.

Marlborough Churchill, Louis Eastman, Grace Higgins, Edna Smith, Walter Wood, Frank Whiting.

### FIRST PRIMARY.

Arthur Jackson, Harrold Manning, Alex. Lindsay, Stuart Smith, Bennie Smith, Leon Saunders, Walter Dennison, Alice Dennison, Ada Hall, Gertrude Jackson, Annie Smart.

SECOND PRIMARY.

William R. Ashness, Stuart H. Clement, Annie M. Johnson, Harry C. Miner, Clinton M. Pomeroy, Ella I. Rea, Edward M. Roberts, Minnie A. Soehrens, Edith H. Valpey, Daniel G. Abbott, John A. Findley, Arthur R. Morse, Gilbert F. Morse.

THIRD PRIMARY, SECOND DIVISION.

Herbert Josselyn.

## ABBOTT VILLAGE.

SENIOR DEPARTMENT.

Bella L. Angus, John J. Breslin, John Craik, Lizzie Craik, Alice Coutts, Joseph McDonnald, Minnie Miller, Walter Ramsden, Emma Seacole, Charles Sloane, Marion Sloane, George Kydd, Cecelia Kydd.

INTERMEDIATE DEPARTMENT.

Mary Coutts, Isabel Gillespie, Edith Higgins, Josie Higgins, Mabel Leslie, Jennie Seacole, Nellie Stewart, Annie Wakefield, Olive Wakefield, Freddie Angus, Herbert Hilton, Joseph Meyerscough, George Murphy, Charlie Ramsden, David Sloane, Stewart Sloane, Charlie Warden.

PRIMARY.

David Coutts, Laura Gillespie, James Leslie, George Skene, Willie Sloane.

## PHILLIPS.

Fannie Abbott, Frank Abbott, Alma Bailey, Louise Bailey, Madie Hewes, Charlie Hill, Frank Hill, Mary Hill, Annie Johnson. Not absent, and tardy but once: Katie Johnson, Joseph Johnson.

## HOLT.

John Donovan.

## SCOTLAND.

Mary E. Holt, Gertrude A. Hayward, Emma L. Hayward, Mamie F. Haggerty, Lucy C. Mason, Nellie E. Russell.

## BALLARD VALE.

### GRAMMAR.

Robert Ewing, Almon Moody, Fannie Willard, Daniel Burns, Joseph Stott.

### INTERMEDIATE DEPARTMENT.

Edith Connell, Bertha Gast, Dellie Haynes, Ellen Hayward, Lizzie Lane.

### FIRST PRIMARY.

Cecil Clemons, Thomas Collins, John Daley, John Fanning, Joseph Oldroid, John O'Donnell, Allie Thwing, Josie Burns, Grace Haynes Hattie Hoffman.

### SECOND PRIMARY.

James Burns, Bessie Haynes, Joseph Lynch, Dana Maye, Emma Sutcliffe.

## FRYE VILLAGE.

### SENIOR DEPARTMENT.

Otis Birnie, Bertha Doble, Edward Hussey, Carrie Mander, James Soutar.

### INTERMEDIATE DEPARTMENT.

Melzar Doble, Leah Doble, Gertrude Wardman, John Mander, Albert May, Martha McCrory, Agnes Robinson. The four last have been neither absent nor tardy for one year.

### PRIMARY.

Willie Collins, Jane David, George Gillespie, John Gillespie, Maggie Kydd, Gracie Leslie, John McCrory, Jane Millar, Willie Millar, Annie Soutar, Emma Stott. Thirty-seven have not been tardy.

## WEST CENTRE.

Edith C. Abbott, Gayton Abbott, Carrie J. Burtt, Florence A. Burtt, Annie J. Murphy, Etta M. Osgood, Emma M. Phelps, Esther G. Phelps, George G. Phelps, Laura Phelps, Ethel Trow.

## OSGOOD.

Lottie Flint, John L. Noyes.

BAILEY.

Josie Boutwell, Annie Boutwell.

ABBOTT.

Not absent but tardy. May Cuttle.

NORTH.

Not absent, and tardy but once. Maggie Rodgers, Eddie McGovern.

## TABULAR STATEMENT.

| SCHOOLS. | TEACHERS. | Number of Terms. | Salary per Week. |
|---|---|---|---|
| Central Grammar: | M. Abby Whitehouse (Prin.), - | 1 | $20 00 |
| 2d Division: | Carrie E. Berry, - - - - - - | 1 | 10 00 |
| 3d Division: | Susan M. Wilbur, - - - - - | 1 | 10 00 |
| South Centre, 1st Intermediate: | Anna E. Chase, - - - - - - | 1 | 9 00 |
| 2d Intermediate: | Annie B. Flint, - - - - - - | 1 | 9 00 |
| 1st Primary: | Mary E. Carter, - - - - - | 1 | 9 00 |
| 2d Primary: | Abbie A. Richardson, - - - - | 1 | 9 00 |
| 3d Primary: | Hattie E. Harnden - - - - - | 1 | 9 00 |
| 2d Division: | Edith McLawlin, - - - - - | 1 | 6 00 |
| Abbott Village, Senior: | Frances W. Meldrum, - - - | 1 | 9 00 |
| Intermediate: | Emma E. Gould, - - - - - | 1 | 9 00 |
| Primary: | Gertrude C. Mason, - - - - | 1 | 9 00 |
| Phillips: | Martha A. Manning, - - - - | 1 | 9 00 |
| Holt: | Annie D. Holt, - - - - - - | 1 | 9 00 |
| Scotland: | Nellie L. Buck, - - - - - - | 1 | 9 00 |
| Ballard Vale, Grammar: | Florence Ayer, - - - - - - | 1 | 10 00 |
| Intermediate: | Caroline T. Manning, - - - - | 1 | 9 00 |
| 1st Primary: | Mary F. Browne, - - - - - | 1 | 9 00 |
| 2d Primary: | Annie O. S. Clemons, - - - - | 1 | 9 00 |
| Frye Village, Senior: | Jennie H. Greaves, - - - - - | 1 | 10 00 |
| Intermediate: | Emma L. Ward, - - - - - | 1 | 9 00 |
| Primary: | Helen W. Battles, - - - - - | 1 | 9 00 |
| West Centre: | Hannah R. Bailey, - - - - - | 1 | 10 00 |
| Osgood: | Annie Woodworth, - - - - - | 1/6 | 9 00 |
| | Lilian Cole, - - - - - - - | 5/6 | 9 00 |
| Bailey: | Nellie E. Boutwell, - - - - - | 1 | 9 00 |
| Abbott: | Carrie L. Stott, - - - - - - | 1 | 9 00 |
| North: | Jennie A. Birnie, - - - - - | 1 | 8 10 |
| Music Teacher, | Edward Butterworth, - - - - | 1 | 9 00 |

## AVERAGE MEMBERSHIP AND

| SCHOOLS. | Per-cent of Attendance for the Year. | AVERAGE |
|---|---|---|
| CENTRAL GRAMMAR, 1st Division: | 97.06 | Membership, - - - - - - Attendance, - - - - - - |
| 2d Division: | 96.3 | Membership, - - - - - - Attendance, - - - - |
| 3d Division: | 91.3 | Membership, - - - - - - Attendance, - - - - |
| SOUTH CENTRE, 1st Intermediate: | 92.88 | Membership, - - - - - - Attendance, - - - - - - |
| 2d Intermediate: | 93.34 | Membership, - - - - - - Attendance, - - - - - - |
| 1st Primary: | 92.64 | Membership, - - - - - - Attendance, - - - - - - |
| 2d Primary: | 93.1 | Membership, - - - - - - Attendance, - - - - - - |
| 3d Primary: | 88.61 | Membership, - - - - - - Attendance, - - - - - - |
| 2d Division: | 86.17 | Membership, - - - - - - Attendance, - - - - - - |
| ABBOTT VILLAGE, Senior: | 93 92 | Membership, - - - - - - Attendance, - - - - - - |
| Intermediate: | 96.0 | Membership, - - - - - - Attendance, - - - - - - |
| Primary: | 92.90 | Membership, - - - - - - Attendance, - - - - - - |
| BALLARD VALE, Grammar: | 91.45 | Membership, - - - - - - Attendance, - - - - - - |
| Intermediate: | 89.47 | Membership, - - - - Attendance, - - - - - |
| 1st Primary: | 89 42 | Membership, - - - - - - Attendance, - - - - - - |
| 2d Primary: | 92.49 | Membership, - - - - - - Attendance, - - - - - - |

# Attendance of Scholars.

| MONTH. | | | Average for Term. |
|---|---|---|---|
| 1st. | 2d. | 3d. | |
| 39. | 39. | 38.5 | 38.8 |
| 38. | 37.125 | 37.875 | 37.66 |
| 32.75 | 31.25 | 31.75 | 31.92 |
| 31.35 | 30.25 | 30.625 | 30.74 |
| 52.8 | 48.4 | 48. | 49.7 |
| 47.6 | 43.4 | 45.2 | 45.4 |
| 32.7 | 34. | 32. | 32.9 |
| 29.925 | 31.225 | 30.55 | 30.56 |
| 38.35 | 39. | 40.35 | 39.23 |
| 34.8 | 37.2 | 37.85 | 36.62 |
| 49.25 | 48.50 | 48. | 48.92 |
| 44.86 | 45.48 | 45.64 | 45.32 |
| 42. | 42. | 44. | 42.66 |
| 38.65 | 39.25 | 41.25 | 39.72 |
| 36.25 | 37.5 | 34. | 35.92 |
| 34.125 | 32.75 | 28.625 | 31.83 |
| 28. | 28.5 | 28. | 28.2 |
| 22.7 | 26. | 25. | 24.5 |
| 35.5 | 33.75 | 34. | 34.42 |
| 33.55 | 31.1 | 32.37 | 32.34 |
| 41.45 | 39.75 | 40. | 40.40 |
| 39.38 | 38.25 | 38.8 | 38.80 |
| 32.7 | 33. | 31.5 | 32.4 |
| 30.3 | 30. | 30. | 30.1 |
| 35.35 | 35.9 | 33. | 34.75 |
| 33.25 | 31.05 | 31.05 | 31.78 |
| 19.15 | 21.75 | 20.65 | 20.52 |
| 17.18 | 19. | 18.90 | 18.36 |
| 43.7 | 42. | 45. | 43.6 |
| 41. | 38. | 38.1 | 39. |
| 50.6 | 58.25 | 55.5 | 54.78 |
| 45.6 | 55.55 | 50.8 | 50.65 |

## AVERAGE MEMBERSHIP AND

| SCHOOLS. | Per-cent of Attendance for the Year. | AVERAGE |
|---|---|---|
| SCOTLAND: | 95.95 | Membership, - - - - -<br>Attendance, - - - - - |
| HOLT: | 85.46 | Membership, - - - - -<br>Attendance, - - - - - |
| PHILLIPS: | 90.06 | Membership, - - - - -<br>Attendance, - - - - - |
| FRYE VILLAGE, Senior: | 97.09 | Membership, - - - - -<br>Attendance, - - - - - |
| Intermediate: | 95.71 | Membership, - - - - -<br>Attendance. - - - - - |
| Primary: | 96.54 | Membership, - - - - -<br>Attendance, - - - - - |
| WEST CENTRE: | 91.04 | Membership, - - - - -<br>Attendance, - - - - - |
| OSGOOD: | 93.02 | Membership, - - - - -<br>Attendance, - - - - - |
| BAILEY: | 92.6 | Membership, - - - - -<br>Attendance, - - - - - |
| ABBOTT: | 85.58 | Membership, - - - - -<br>Attenpance, - - - - - |
| NORTH: | 91.83 | Membership, - - - - -<br>Attendance, - - - - - |
| Total Average, | 92.29 | |

The Number of Scholars enrolled in the Schools for September 1888, was as follows:

| | |
|---|---|
| Centre District, | 556 |
| South District, | 243 |
| West District. | 208 |
| Total, | 1007 |

Enrolment for the year 1888–89, 1099

Enrolment for the year 1887–88, 975

## ATTENDANCE OF SCHOLARS.—*cont.*

| MONTH. | | | Average for Term. |
|---|---|---|---|
| 1st. | 2d. | 3d. | |
| 23. | 23. | 23. | 23. |
| 21.35 | 22.25 | 22.6 | 22.07 |
| 19 275 | 20.921 | 22.763 | 20.78 |
| 14.9 | 17.948 | 20.438 | 17.76 |
| 26.42 | 25. | 25. | 25.47 |
| 23. | 22.95 | 22.88 | 22.94 |
| 20.45 | 18.82 | 19.67 | 19.64 |
| 19.45 | 18.35 | 19.4 | 19.07 |
| 23.75 | 20.35 | 21. | 21.70 |
| 22.875 | 19.75 | 19.7 | 20.77 |
| 39.15 | 38.9 | 38.95 | 39. |
| 37.25 | 37.55 | 38.15 | 37.65 |
| 41.35 | 44.9 | 45. | 43.75 |
| 37.675 | 40.975 | 40.85 | 39.83 |
| 17. | 18.75 | 18. | 17.92 |
| 15.63 | 17.65 | 16.75 | 16.67 |
| 10.05 | 11.6 | 12. | 11.22 |
| 9.025 | 10.325 | 11.825 | 10.39 |
| 19. | 16.2 | 16. | 17.06 |
| 17. | 12. | 14.8 | 14.6 |
| 6.5 | 7. | 7. | 6.83 |
| 6.05 | 6.25 | 6.5 | 6.27 |

By the column of per-cent attendance it may be seen that the schools of Centre District, including Grammar, South Centre, Abbott Village, and Phillips, have an average of, 92.86

Last year their average was, 92.07

Those of the South District, including Ballard Vale, Scotland, and Holt, 90.61

Last year their average was, 89.43

Those of the West District, including Frye Village, West Centre, and remainder of West Parish, 93.92

Last year their average was, 93.47

# ORGANIZATION OF SCHOOL COMMITTEE FOR 1888-89.

| | |
|---|---|
| Luther H. Sheldon, Chairman, | Term expires, 1889. |
| E. Francis Holt, Secretary, | Term expires, 1890. |
| Felix G. Haynes, Auditor, | Term expires, 1891. |

Sub-Committee on :

Grammar, South Centre, Abbott Village, and Phillips Schools, Luther H. Sheldon.

Ballard Vale, Scotland, and Holt Schools, Felix G. Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North Schools, E. Francis Holt.

Truant Officers :

Centre District, Richard M. Abbott.

Ballard Vale, Joseph Scott.

# PUNCHARD FREE SCHOOL.

## PRINCIPAL'S REPORT.

TO THE TRUSTEES OF PUNCHARD FREE SCHOOL.

Gentlemen: As the report of the Public Schools of Andover is hereafter to cover the school year from September to June, it seems desirable to have the report of the Punchard Free School cover the same period.

In order that the next Annual Report may begin at the right time, I submit the present report of the Spring term of the year 1888. This report, for obvious reasons, is purely statistical.

### SCHOOL STATISTICS.

| | |
|---|---|
| Length of Term in days, | 55 |
| Average Membership, | 52 |
| Average Attendance, | 50 |

Items for the State Annual Report:

| | |
|---|---|
| 1. Length of School, | 3 months. |
| 2. Number of different pupils attending during the term, | 52 |
| 3. Number of different pupils not enrolled in some other school in town attending during the term, | 52 |
| 4. Number over 15 years of age, | (no date) |
| 5. Number between 8 and 14, | (no data) |

## ROLL OF HONOR.

Pupils who have not been absent or tardy.

Bailey, Anna M.
Langlands, Grace A.
Lowe, Harry B.
Abbott, Eva E.
Abbott, Florence I.
Beard, A. Josephine
Flint, Mabel S.
Hayward, Carrie P.
Hinton, Alice M.
Moody, Edwin C.
Cogswell, Mary L.
Goldsmith, Clarence
Noyes, Frank
Cummings, Blanche L.
Driscoll, Jerry A.
Hardy, Louise E.
Starbuck, Mary S.
Stark, Clara L.
Tucker, Alice L.
Abbott, Lilla A.
Deane, Hattie L.
Duval, Effie B.

# COURSE OF STUDY.

## GENERAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | French. |
| Chemistry — Qual. Anal. | French. | Botany. |
| Trigonometry. | Science of Government. | English Literature. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

# CLASSICAL COURSE.

## First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Cicero. | Cicero. | Latin. |
| Iliad. | Iliad. | Greek. |
| Review of Mathematics. | French. | French. |

## Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | Virgil. |
| Anabasis. | Anabasis. | Anabasis. |
| Greek Prose. | Greek Prose | Review of Mathematics. |

## Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Greek Grammar. | Greek Lessons. | Greek Lessons. |
| Geometry. | Geometry. | Geometry. |

## Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | Roman History. |

# ENGLISH COURSE.

## First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

## Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Chemistry — Qual. Anal. | French. | French. |
| Trigonometry. | Science of Government. | English Literature. |
| Physical Geography. 4 | Rhetoric. 4* | |
| English Authors. 1 | English Authors. 1 | Botany. |

## Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |
| History. 4 | History. 4 | History. 4 |
| American Authors. 1 | American Authors. 1 | American Authors. 1 |

## Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Commercial Arithmetic. | Bookkeeping. | Physiology. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

* The figures indicate the number of recitations a week in each study.

Respectfully submitted,

FRANK O. BALDWIN,

PRINCIPAL.

# ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1888–89.

President, Rev. Frederick Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:

Rev. Frederick Palmer.
Rev. F. W. Greene.
Samuel H. Boutwell.

Prudential Committee:

George Gould,
Samuel H. Boutwell.

Auditing Committee:

George Gould,
Horace H. Tyer.

## TEACHERS.

Frank O. Baldwin, Principal.*
Miss Martha Sprague, Assistant.
Miss Florence M. Locke, Assistant.

* Charles H. Clark, Principal till end of June 1888.

# REPORT

OF THE

# SCHOOL COMMITTEE

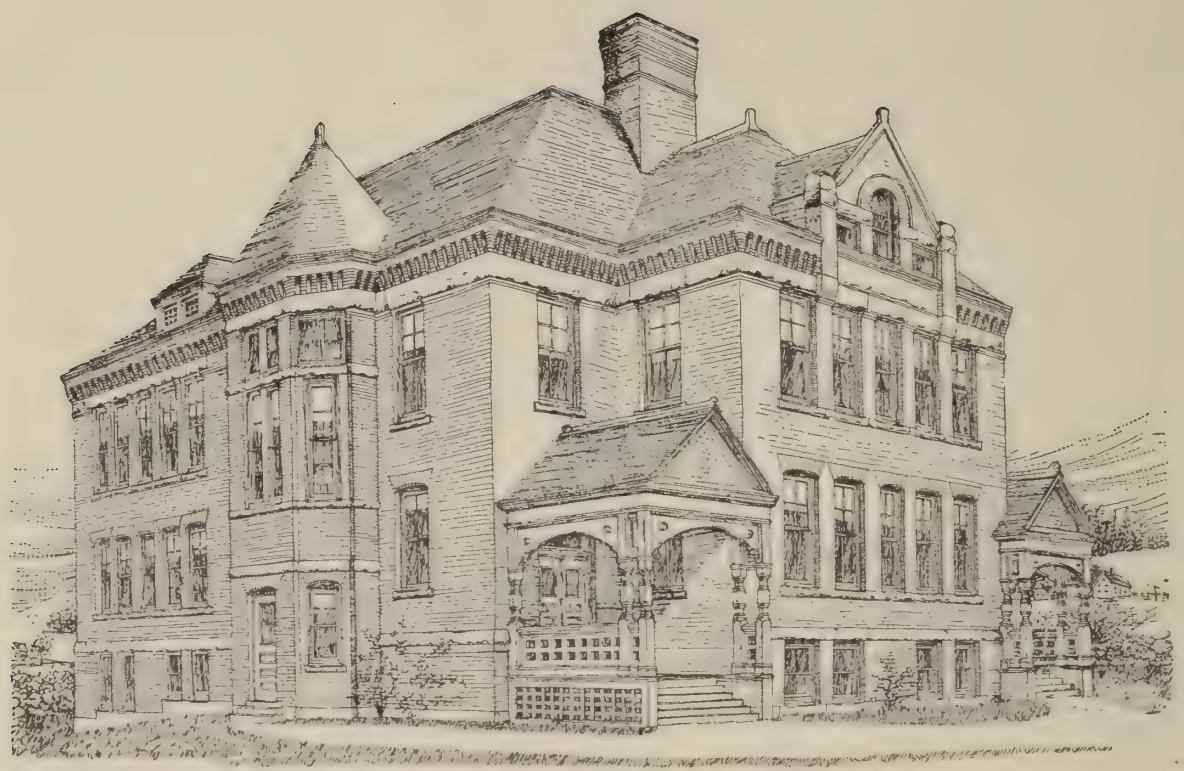
OF THE

# TOWN OF ANDOVER,

FOR THE YEAR ENDING

## JUNE 14TH, 1889.

ANDOVER, MASS.
THE ANDOVER PRESS, PRINTERS.
1890.



NEW GRAMMAR SCHOOL BUILDING.

*Merrill & Cutler, Architects,*
LOWELL, MASS.

COMPLETED 1888.



BALLARDVALE SCHOOL BUILDING.

*George G. Adams, Architect,*
LAWRENCE, MASS.

COMPLETED 1890.

# REPORT.

It is customary, each year, for the Chairman of the Committee to report on the general condition of the schools, etc. The present Chairman's term of office covers only three months of the last school year, and explains why, this year, the report is so brief. However, a few points will be noticed and two or three suggestions made.

The schoolhouses have been kept in good repair during the year. One has been re-shingled, and three have been painted. A substantial fence has been built between the Central Grammar and Mr. Spaulding's property, he paying one half the cost.

The State Inspector of public buildings has visited several of the schools during the year. He finds that the ventilation does not meet the requirements of the law in any of the buildings visited. This is an important matter, and something in which parents are directly interested. No one wishes his child to breathe impure air five hours each day! It is to be hoped that the Town will be generous in its appropriation next March, so that this evil can be remedied.

Something must be done in the Abbott Village Senior department. The room is too small for the number of pupils, and several are obliged to sit within three or four feet of the hot stove. By re-arranging the interior, at an expense of several hundred dollars, much better accommodations could be obtained.

The Phillips school was discontinued at the close of the Winter Term, the pupils being transferred to the South Centre schools.

The new schoolhouse at Ballard Vale, for which $14,000 was appropriated, is well under way.

The attendance in some of the schools has not been as good as could be desired. This can be remedied, to a great extent, if the parents will take an interest in the matter.

A piano is needed badly in the South Centre building. It would be a great help not only in singing, but also in the marching, which in this building is an interesting feature; and in calisthenic exercises, which, it is hoped, will soon be introduced into all the schools.

Proprietors' Fund. — The interest of this Fund ($96) was received in September 1888. There was to our credit in the Bank (June 1889) $224.63.

At the meeting in March, Richard M. Abbott, Michael Welsh, and Joseph Scott were appointed truant officers for one year.

## CENTRAL GRAMMAR, SOUTH CENTRE, ABBOTT VILLAGE, AND PHILLIPS SCHOOLS.

Central Grammar School. — During the past year the Grammar School has fully maintained its high standard. The new building is a source of delight to teachers and scholars, and facilitates instruction in many ways. Miss Whitehouse resigned at the close of the school year. She served the Town long and faithfully during the twenty-seven years she taught in Andover. During the past sixteen years, as Principal of this school, she demonstrated, year after year, her abilities as a successful teacher.

In the Second grade the scholars labored under the disadvantages of several changes of teachers. Miss Jaquith was unable to complete the Winter Term, on account of sickness, and Miss Cole substituted for several weeks. During the last term Miss Putnam took charge of the class, and by her wise and energetic management did much towards making the year a successful one.

Of the Third grade it is sufficient to say that Miss Wilbur pursued her usual methods with most gratifying results. There were two or three cases of truancy which required attention.

South Centre Intermediate. — The school has been fortunate in retaining the same teachers during another year. Both teachers and scholars have performed their duties faithfully and well. The discipline in all the grades has been excellent. Many of the parents were present at the June examinations, and expressed their approval of the work accomplished, in warm terms. Miss Carter unexpectedly resigned at the end of the school year, much to the regret of the Committee.

South Centre Primary. — The past year has been a prosperous one. Under the judicious instruction of the teachers the little children have made remarkable progress, and in all the practical branches will compare very favorably with children of the same age in other schools.

Abbott Village. — Miss Meldrum has done good work in the Senior department during the year. She deserves better facilities for carrying out her work.

Miss Mason, substituting for Miss Gould in the Intermediate room, showed marked ability as a teacher. The work of the classes in arithmetic was surprising.

In the Primary department Miss Donovan has spent a successful year in teaching the A, B, C's so essential to future progress.

## SOUTH SCHOOLS.

These schools commenced the new year under very favorable circumstances. Most of them were to retain the same teachers, who had filled the positions so acceptably for several years.

In the Ballard Vale Grammar the attendance was a little more uniform, less were tardy, and in several other respects it has improved. Perhaps the anticipation of better quarters in the future may have stimulated them, in some measure, to do better work; for the year was one of marked interest and profit. Miss Ayer has certainly succeeded in arousing considerable enthusiasm; and the school has not showed that lack of energy which has been too common, and from which the progress has been greatly lessened in years past. One thing is very evident. The teacher is thoroughly conversant with the duties and responsibilities of her position, and having at all times the confidence and respect of her scholars, all has been accomplished that any one could reasonably expect.

The beginning of a new year at this time seemed to have a pleasant effect in the Intermediate. From some cause, we can hardly tell what, this grade has been rather an uncertain element. Some terms have been good, and others not so, until it was almost impossible to tell what to expect of a term, or what it would be, until it closed. This state of affairs has been very annoying to your Committee, and a great injury to the progress of the school. We are able to report a favorable change, however, and the whole year has been one of peace and quietness. Miss Carter, formerly of the Scotland, was appointed teacher the first term; and by request of both, and for their mutual convenience, a transfer was made for the second term, — Miss Carter taking the Scotland and MissBuck this one, — and has so continued to the present time, and has given universal satisfaction.

In the First and Second Primaries there has been no per-

ceptible change. Both have gone along smoothly, and with the success that is usual in these grades. Miss Brown has been able, in the first grade, to devote more time to the higher class, and we found it better fitted for promotion than in some previous years.

Miss Clemons, in the second grade, has improved her school, especially in the matter of school requirements, something that is not always easy to do, with scholars who enter very young, and who have but faint ideas of what a school is for. The number is quite large, and additions are constantly being made.

The examinations and general exercises in the Ballard Vale schools were very interesting, and the pupils in each, no doubt, were pleased with the large number who showed their interest by their presence. We would here extend thanks for favors and assistance on that day. All may rest assured that they were appreciated.

The repairs on the buildings have been only those that were absolutely necessary for the comfort and convenience of the schools.

The Scotland is still a very interesting and pleasant school; but the attraction of higher grades at the Centre has taken many of the advanced scholars; consequently it does not rank as high as formerly. We trust, however, that the bright and interesting class that is now there will remain, and bring it back to its old-time position. Miss Buck, the teacher the first term, and Miss Carter the second and third terms, both contributed their part to the success of the year.

In commencing the year in the Holt, Miss Caroline Manning was appointed teacher, and continued as such during the year, with the good results that have always attended her since she became a teacher in our schools. The school is largely composed of small scholars; but there is still a small class remaining which is quite advanced, and to this the school is indebted for many very interesting recitations. Miss Manning resigned at the close of the year, and, as this

appears to be a part of the programme every year in this district, we shall in this case simply offer congratulations.

Realizing the fact that schoolhouse repairs have been in excess of former years, we have only made such as were needed, and those as economically as possible. It has been more than ten years since the Scotland and Holt buildings were painted, and it was apparent that both needed it. We have had them both painted with two coats of lead, at an expense of $94.99. The other repairs, to the underpinning and to the shed in the Holt, were necessary, and ought probably to have been done before. The whole cost not much exceeding $20.00.

## WEST PARISH SCHOOLS.

At the close of the school in June 1888, Miss Greaves, of Frye Senior, desired a vacation of one term, that by rest her exhausted energies might be strengthened and her services by so much increased in their efficiency. Such request being granted, Miss Agnes Morrison, an attendant at Salem Normal, was appointed to the position, and during the term acquitted herself so commendably that when a longer rest was found necessary for Miss Greaves her services were continued through the year. Heretofore this room was designed to graduate into the Senior of Central Grammar; but we hope in the future, with the aid of a designated course of study for all schools, to give the scholars a chance to try examination for Punchard with fair prospect of success, or to enter the advance year of Grammar, as they may choose.

The Intermediate has continued without interruption, under the care of Miss Emma Ward, whose long experience and continuance in the work are a guarantee of successful labor, arduous, with untiring zeal.

The much-dreaded diphtheria made its appearance in the Junior department near the close of the first term, but during vacation its traces were nearly eliminated. The teacher, Miss Helen W. Battles, being herself a victim, was unable to

resume duty until the second week of the following term. We feel that, notwithstanding this interruption, the record of attendance for children of their years was very commendable, and shows what even the youngest in our schools may do, with the encouragement of parents and teachers. 98.29, 93.83, and 96.99, giving an average of 96.37 per cent for the year, is a good showing for such grade.

West Centre is now by far the largest of our mixed schools, numbering 47, with more to come, embracing all grades from Primary to Grammar graduates. Of the five applicants for Punchard from this school, four were received. Such a multiplicity of classes, and consequent consumption of the teacher's time, renders it impossible for justice to be done to all grades, and nothing but the most arduous application, in the most skilful manner, could approach, even, that which is desired. We hope, during the coming year, to make arrangements that will allow of more time for each of the different classes. 91.91, 92.10, and 94, as a record of attendance, show a constant improvement for the entire year.

Osgood in numbers changes but little; but we are sorry to find the per cent of attendance less than in the previous year. Miss Manning has given her untiring efforts to the interests of the school; the pupils seem awake and interested in their labors; and we hope that in the year to come we shall gain much more than we have lost.

Bailey has enjoyed for another year the services of Miss Nellie Boutwell, whose interest in the school seems not to flag, as manifested by the many devices to interest the children and fix the points of lessons in their minds. Two from this school have been admitted to Punchard, and one to Phillips Academy. The per cent of attendance in this school has also slightly diminished, and we would urge upon parents much painstaking to restore and increase that good standard we have heretofore enjoyed, and upon which, we believe, depends in a large degree the marked success of this school.

Abbott has a decided increase in numbers, with good

prospect for the future. It is indeed pleasing and encouraging to see some of these outlying schools, that because of diminution in numbers have been in the minds of some as a by-word, filling the school buildings to their full capacity. With numbers will, we trust, come enthusiasm, studiousness, and so much progress. Miss Grace A. Sawyer assumed guidance at the commencement of the second term, and continued till the close of the year. Severe physical pain in face and head were, during a portion of the year, a constant barrier to her best efforts, and made necessary a determined and unflinching purpose in order that her ideal might be attained.

We shall hail with joy the day when the North, also, will need an overflow room; and in the light of Abbott's experience we still look therefor with fond anticipation. Patience, persistent and unstimulated, must be a prime factor in the make-up of a teacher in so small a school. Ennui is not an ailment from which the present teacher, Miss Jennie Birnie, seems to suffer; and we can show in this school bright intellects well-developed as the reward of constant painstaking.

Respectfully submitted,

JOHN A. LEITCH,
FELIX G. HAYNES,
E. FRANCIS HOLT,
SCHOOL COMMITTEE.

# APPENDIX.

## SECRETARY'S STATISTICAL REPORT.

### CENTRAL GRAMMAR.

#### FIRST DIVISION.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 59 | 64 | 58 |
| Whole number of scholars, | 45 | 46 | 41 |
| Over 15 years, | 13 | 17 | 22 |
| Between 8 and 14 years, | 18 | 15 | 8 |
| Neither absent nor tardy, | 13 | 9 | 8 |
| Number of visitors, | 7 | 13 | 12 |

#### SECOND DIVISION.

| | | | |
|---|---|---|---|
| Length of School in days, | 59 | 64 | 58 |
| Whole number of scholars, | 55 | 52 | 49 |
| Over 15 years, | 7 | 8 | 1 |
| Between 8 and 14 years, | 48 | 44 | 46 |
| Neither absent nor tardy, | 9 | 1 | 7 |
| Number of visitors, | 11 | 8 | 9 |

#### THIRD DIVISION.

| | | | |
|---|---|---|---|
| Length of School in days, | 59 | 64 | 58 |
| Whole number of scholars, | 53 | 52 | 51 |
| Over 15 years, | 1 | 1 | 1 |
| Between 8 and 14 years, | 52 | 51 | 50 |
| Neither absent nor tardy, | 9 | 7 | 8 |
| Number of visitors, | 5 | 9 | 5 |

## SOUTH CENTRE.

### FIRST INTERMEDIATE DEPARTMENT.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 56 |
| Whole number of scholars, | 38 | 41 | 43 |
| Over 15 years, | 0 | 2 | 3 |
| Between 8 and 14 years, | 35 | 35 | 37 |
| Neither absent nor tardy, | 5 | 4 | 8 |
| Number of visitors, | 10 | 16 | 14 |

### SECOND INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 56 |
| Whole number of scholars, | 55 | 48 | 52 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 55 | 48 | 52 |
| Neither absent nor tardy, | 3 | 1 | 6 |
| Number of visitors, | 18 | 7 | 13 |

### THIRD INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 55 |
| Whole number of scholars, | 36 | 37 | 44 |
| Between 8 and 14 years, | 33 | 36 | 43 |
| Neither absent nor tardy, | 5 | 7 | 11 |
| Number of visitors, | 11 | 17 | 11 |

### FIRST PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 39 | 36 | 42 |
| Between 8 and 14 years, | 23 | 25 | 33 |
| Neither absent nor tardy, | 1 | 3 | 6 |
| Number of visitors, | 24 | 15 | 19 |

### SECOND PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 38 | 35 | 38 |
| Between 8 and 14 years, | 5 | 4 | 7 |
| Neither absent nor tardy, | 0 | 0 | 4 |
| Number of visitors, | 0 | 0 | 17 |

### THIRD PRIMARY.

| | | | |
|---|---|---|---|
| Length of School in days, | 59 | 65 | 59 |
| Whole number of scholars, | 48 | 40 | 37 |
| Under 5 years, | 0 | 2 | 0 |
| Between 8 and 14 years, | 2 | 1 | 2 |
| Neither absent nor tardy, | 1 | 0 | 0 |
| Number of visitors, | 8 | 11 | 11 |

## ABBOTT VILLAGE.

### SENIOR.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 42 | 41 | 35 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 42 | 41 | 35 |
| Neither absent nor tardy, | 0 | 0 | 0 |
| Number of visitors, | 5 | 7 | 5 |

### INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 42 | 43 | 44 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 19 | 28 | 30 |
| Neither absent nor tardy, | 18 | 7 | 11 |
| Number of visitors, | 6 | 5 | 7 |

### PRIMARY

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 25 | 26 | 30 |
| Under 5 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 1 | 1 | 1 |
| Neither absent nor tardy, | 1 | 5 | 6 |
| Number of visitors, | 3 | 12 | 6 |

## PHILLIPS.

| | | |
|---|---|---|
| Length of School, in days, | 60 | 65 |
| Whole number of scholars, | 24 | 24 |
| Over 15 years, | 0 | 0 |
| Between 8 and 14 years, | 18 | 20 |
| Under 5 years, | 0 | 0 |
| Neither absent nor tardy, | 5 | 2 |
| Number of visitors, | 6 | 5 |

## HOLT.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 35 | 24 | 26 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 21 | 16 | 19 |
| Under 5 years, | 1 | 0 | 0 |
| Neither absent nor tardy, | 3 | 1 | 7 |
| Number of visitors, | 10 | 8 | 22 |

## SCOTLAND.

| | 1st Term. | 2d Term. | 3d Term |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 24 | 22 | 26 |
| Over 15 years, | 1 | 2 | 1 |
| Between 8 and 14 years, | 18 | 12 | 11 |
| Neither absent nor tardy, | 7 | 6 | 11 |
| Number of visitors, | 15 | 11 | 7 |

## BALLARD VALE.

### GRAMMAR.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 30 | 27 | 23 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 30 | 27 | 12 |
| Neither absent nor tardy, | 5 | 7 | 5 |
| Number of visitors, | 13 | 9 | 8 |

### INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 45 | 48 | 43 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 43 | 45 | 39 |
| Neither absent nor tardy, | 8 | 9 | 2 |
| Number of visitors, | 14 | 17 | 6 |

### FIRST PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 47 | 46 | 47 |
| Between 8 and 14 years, | 39 | 38 | 34 |
| Under 5 years, | 0 | 0 | 0 |
| Neither absent nor tardy, | 6 | 10 | 3 |
| Number of visitors, | 8 | 20 | 4 |

### SECOND PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars. | 62 | 53 | 62 |
| Between 8 and 14 years, | 6 | 10 | 20 |
| Under 5 years, | 0 | 0 | 0 |
| Neither absent nor tardy, | 1 | 3 | 3 |
| Number of visitors. | 10 | 16 | 3 |

## FRYE.

### SENIOR.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 23 | 20 | 17 |
| Over 15 years, | 0 | 0 | 1 |
| Between 8 and 14 years, | 15 | 13 | 11 |
| Neither absent nor tardy, | 8 | 17 | 4 |
| Number of visitors, | 10 | 8 | 10 |

### INTERMEDIATE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 60 | 59 |
| Whole number of scholars, | 43 | 41 | 50 |
| Between 8 and 14 years, | 8 | 9 | 14 |
| Under 5 years, | 2 | 1 | 0 |
| Neither absent nor tardy, | 15 | 11 | 19 |
| Number of visitors, | 26 | 23 | 17 |

### PRIMARY.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 60 | 59 |
| Whole number of scholars, | 43 | 41 | 50 |
| Between 8 and 14 years, | 8 | 9 | 14 |
| Under 5 years, | 2 | 1 | 1 |
| Neither absent nor tardy, | 15 | 11 | 19 |
| Number of visitors, | 26 | 23 | 17 |

## WEST CENTRE.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 60 |
| Whole number of scholars, | 47 | 45 | 47 |
| Over 15 years, | 0 | 0 | 0 |
| Between 8 and 14 years, | 27 | 27 | 22 |
| Under 5 years, | 1 | 0 | 1 |
| Neither absent nor tardy, | 12 | 9 | 12 |
| Number of visitors, | 4 | 11 | 5 |

## OSGOOD.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 22 | 24 | 23 |
| Over 15 years, | 1 | 2 | 0 |
| Between 8 and 14 years, | 12 | 16 | 18 |
| Under 5 years, | 0 | 0 | 0 |
| Neither absent nor tardy, | 4 | 3 | 0 |
| Number of visitors, | 10 | 13 | 29 |

## BAILEY.

| | 1st Term. | 2d Term. | 3d Term. |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 16 | 16 | 17 |
| Over 15 years, | 0 | 0 | 1 |
| Between 8 and 14 years, | 6 | 6 | 8 |
| Under 5 years, | 1 | 0 | 0 |
| Neither absent nor tardy, | 3 | 3 | 3 |
| Number of visitors, | 10 | 10 | 7 |

## ABBOTT.

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 14 | 13 | 23 |
| Over 15 years, | 0 | 0 | 1 |
| Between 8 and 14 years, | 10 | 11 | 19 |
| Under 5 years, | 0 | 0 | 0 |
| Neither absent nor tardy, | 2 | 0 | 6 |
| Number of visitors, | 9 | 14 | 14 |

## NORTH

| | | | |
|---|---|---|---|
| Length of School, in days, | 59 | 65 | 59 |
| Whole number of scholars, | 10 | 10 | 8 |
| Over 15 years, | 1 | 0 | 0 |
| Between 8 and 14 years, | 5 | 6 | 8 |
| Under 5 years, | 0 | 1 | 0 |
| Neither absent nor tardy, | 3 | 5 | 4 |
| Number of visitors, | 10 | 10 | 11 |

# PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY DURING THE TERM.

## GRAMMAR SCHOOL.

### FIRST DIVISION.

AUTUMN: FIRST TERM. — Ethel Craighead, Charles Baldwin, Andrew W. Campbell, Charles Eames, Alexander Lamont, Timothy Mahoney, Augustine Remmington, Alvin Tough, Bertha Higgins, Nellie Higgins, Rubella Kimball, John Flint, Joseph McKenzie. Bertie Farnham tardy once.

WINTER: SECOND TERM. — Ethel A. Stott, Charles Blunt, Andrew Campbell, Augustine Remmington, Alvin Tough, Nellie Hayward, Gertie Roberts, Alexander Lamont, Bertie Farnham. Timothy Mahoney tardy once.

SUMMER: THIRD TERM. — Leslie Abbott, Gertie Roberts, Andrew Campbell, Alexander Lamont, Augustine Remmington.

### SECOND DIVISION.

FIRST TERM. — Alice Chandler, Helen Jackson, Alexander Dick, Frank Murphy, Walter Rhodes, Peter Smith, Richard White, Fred Whittemore, Howard Wright.

SECOND TERM. — Mary Scott, Watson Manning.

THIRD TERM. — Arthur Ryder, Fred Whittemore, Alice F. Abbott, Alice E. Chandler, Mary F. Dick, Agnes Smith.

### THIRD DIVISION.

FIRST TERM. — Marlborough Churchill, Fannie French, Lilla French, Willie Gillespie, Alice Kelly, Lizzie Lamont, George Putnam, Charles Sloane.

SECOND TERM. — Marlborough Churchill, Annie Dundas, Annie Haggerty, Mary Lindsay, Hamilton Merrill, Marcia Richards, Arthur Roberts.

THIRD TERM. — James Craik, Annie Dundas, Alice Eaton, James Lowe, Arthur Roberts, Charles Sloane, Emma Seacole, Lora White.

## SOUTH CENTRE.

### FIRST INTERMEDIATE DEPARTMENT.

First Term. — Fred Brown, Ralph B. Clement, Grace Higgins, Hattie Holderness, Alice Whiting.

Second Term. — Ralph Clement, Grace Higgins, Frank Whiting, Marion Wood.

Third Term. — Susie Abbott, Henry Bodwell, Eva Clarke, Ralph Clement, Madeline Hewes, Fred Miner, Mary Ryder, Edna Smith, Marion Wood.

### SECOND INTERMEDIATE.

First Term. — Sherman Coy, Robert McCurdy, Benjamin F. Smith.

Second Term. — None.

Third Term. — Lottie Baker, Harry Burtt, Robert McCurdy, Eva Stone, Walter Wood.

### THIRD INTERMEDIATE.

First Term. — Stewart H. Clement, Alexander Lindsay, William N. Lindsay, Arthur Jackson, Harry C. Miner.

Second Term.— Agnes McKenzie, Edith H. Valpey, Walter Dennison, Alexander Lindsay, William N. Lindsay, William Welch.

Third Term. — Delia McCrasson, Ella Rea, Grace D. Wright, Frank Abbott, Phillips Bancroft, Frank Hill, Charlie Hill, Daniel Haggerty, Arthur Jackson, Alexander Lindsay, Willie O'Connell, Eddie M. Roberts.

### FIRST PRIMARY.

First Term. — Sidney M. McCurdy.

Second Term. — Daniel G. Abbott, Charles Cullin, Lawrence Hannon.

Third Term. — Daniel G. Abbott, John A. Findley, Annie M. Johnson, Sidney M. McCurdy, Cutter Foster, John W. Mowat.

### SECOND PRIMARY.

First Term. — None.

Second Term. — None.

Third Term. — Herbert Joselyn, Ruby Jackson, Mary Hill, John Lynch, Lena Lindsay.

### THIRD PRIMARY.

First Term. — Walter Cheever.

Second Term. — None.

Third Term. — Arthur Cheever, Walter Cheever, Phillip Jenkins.

## ABBOTT VILLAGE.

### SENIOR DEPARTMENT.

First Term. — None.

Second Term. — John Breslin, Alexander Dundas, John Graham, Edith Higgins, John Hutchinson, Walter Lamont, Archie Lowe, Minnie Mellen, Joseph Meyerscough, Joseph McDonald, Charles Nolan, Walter Ramsden, Marion Sloane, Maggie Saunders, Marion Warden, Olive Wakefield, James Breslin.

Third Term. — John Craik, Alex. Dundas, John Graham, George Greig, Henry Hilton, Lydia Hilton, Edith Higgins, Cecilia Kydd, Walter Lamont, Archie Lowe, Minnie Mellen, Marion Sloane, David Sloane, Maggie Saunders, Marion Warden, Charlie Warden.

### INTERMEDIATE DEPARTMENT.

First Term. — Josephine Higgins, Alice Lowe, Annie Schofield, Jennie M. Seacole, Ellen M. Stewart, Annie Wakefield, David Coutts, William Greig, John Killaky, Ralph Lawson, James Leslie, George Murphy, Timothy Pasho, Charles Ramsden, Alexander Wylie. Willie Sloane tardy once.

Second Term. — Josie Higgins, Jennie Seacole, Annie Wakefield, Fred Angus, William Greig, Charles Ramsden, Stewart Sloane, Willie Sloane.

Third Term. — Josie Higgins, Jennie Seacole, Annie Wakefield, David Coutts, William Greig, Herbert Hilton, John Lawson, James Leslie, William McDonald, Henry Mellen, George Murphy, Willie Sloane. Lester Hilton and John Killaky tardy once.

### PRIMARY.

Second Term. — Jennie Dundas, Walter Greig, Willie Hutchinson, Robert Hutchinson, Mary Lamont.

Third Term. — Wallace Angus, Willie Dick, Jennie Dundas, Walter Greig, Madge Higgins, Willie Leslie.

## PHILLIPS.

First Term. — Charles Hill, Frank Hill, Mary Hill, Annie Johnson, Katie Johnson. Joseph Johnson and Louis Balch not absent, and tardy but once.

Second Term. — Charles Hill, Frank Hill.

## HOLT.

First Term. — James A. Dole, Ally Flint, Arthur Flint.

Second Term. — James Dole not absent.

Third Term. — Eddie Feeney, Grace Feeney, Arthur F. Flint, Leon Flint, Harlie Simonds, Evelyn Tucker, Malcolm Tucker.

## SCOTLAND.

First Term. — James A. Hovey, Joseph H. Nuckley, Charlotte Holt, Gertie A. Hayward, Emma Hayward, Willie Russell, Maude Thomes.

Second Term. — Harry F. Holt, Florence B. Holt, Mary E. Holt, Charlotte A. Holt, Mary McIntire, Nellie A. Russell.

Third Term. — Harry F. Holt, Florence B. Holt, Mary E. Holt, Charlotte A. Holt, Collie Hayward, Emma Hayward, Mamie Haggerty, Lucy C. Mason, Mary McIntire, Nellie Russell, Maude L. Thomes.

## BALLARD VALE.

### GRAMMAR.

First Term. —Addie Eagan, Eddie Haynes, Fannie Willard, Almon Moody, Georgie Miller.

Second Term. — David Burns, Eddie Haynes, Chester Matthews, Almon Moody, Fannie Willard, Georgie Miller, John Kirby. Tilly Isler and Joseph Scott tardy once only.

Third Term. — Eddie Haynes, Fannie Willard, Georgie Miller, David Burns, Chester Matthews. Eddie Haynes, Fannie Willard, and Georgie Miller had perfect attendance for the year.

### INTERMEDIATE DEPARTMENT.

First Term. — Mary Adams, Edith Collins, John Fanning, Dellie Haynes, Laura Moore, Emma Mears, Edith Morgan, Kate O'Donnell.

Second Term. —Willie Adams, Mary Adams, Maggie Conway, Dellie Haynes, Lizzie Lane, Agnes McIntire, Laura Moore, Nellie Matthews, Kate O'Donnell.

Third Term. — Lizzie Lane, Nellie Matthews.

### FIRST PRIMARY.

First Term. — Willie Conway, Thomas McKeon. Fred Wambwell, Josie Burns, Katie Eagan, Nettie Shaw.

Second Term. — Willie Conway, Thomas Collins, Henry Hoffman, Herman Miller, Joseph Scott, Allie Thwing, Fred Wambwell, Hattie Newcomb, Gertie Newcomb, Clara Stott.

Third Term. —Thomas Collins, Fred Wambwell, Hattie Newcomb.

SECOND PRIMARY.

First Term.—Thomas O'Donnell. Several absent but one half day, and 57 not tardy.

Second Term.— 32 not tardy, 7 absent but one day.

Third Term.—Jennie Dugan, Allie Dugan, Thomas O'Donnell. Six absent but one half day, fifty not tardy.

## FRYE VILLAGE.

SENIOR DEPARTMENT.

First Term.— Otis Birnie, Alice Dodson, James Gleason, Edward Hussey, Carrie Mander, Charles Robinson, Lizzie Soutar, James Soutar.

Second Term.— Otis Birnie, Edward Hussey, Amelia Haupert, Carrie Mander, Maggie Phillips, Lavinia Robinson, James Soutar.

Third Term.— Otis Birnie, William Bentley, Edward Hussey, Maggie Phillips. Entire year, Otis Birnie and Edward Hussey.

INTERMEDIATE DEPARTMENT.

First Term.— Alice M. Bell, Otto Bentson, Jessie Clarke, Hattie Dodson, Jean T. David, John Mander, Martha McCrory, David Miller, Albert May, Agnes Robinson, Willie Sullivan, Emma Stott, Leah Doble.

Second Term.— Annie Soutar, Edith Donald, Jean T. David, Martha McCrory, David Miller, Agnes Robinson. Tardy but once, Charles Meyers, Nellie Ritchie, George Hatch.

Third Term.—Alice Bell, William Barrett, Jessie A. Clark, Jean T. David, Martha McCrory, Hattie Dodson, Agnes Robinson, Nellie Ritchie, Charles Meyers, Emma Stott, Maggie Sullivan. Absent one half day, Eva Bentley.

PRIMARY.

First Term.—Bessie Dodson, Loida Dubord, Lizzie Dubord, Clara Haupert, Gracie Leslie, Phillip Leslie, Gordon May, Mamie Mander, Marion Mander, John McCrory, Jane Miller, Amelia Phillips, John Porter, James Robinson, Joseph Soutar.

Second Term.— Willie Collins, Charlie Collins, John Gillespie, Phillip Leslie, Gordon May, John McCrory, Jane Miller. Bessie Dodson, Alexander Ritchie, Joseph Blamire absent one half day.

Third Term.— Alice Blamire, Willie Collins, John Gillespie, George Gillespie, Maggie Kydd, Grace Leslie, Philip Leslie, Gordon May, John McCrory, Albert Meyers, Willie Miller, James Miller, Joseph Milton, Amelia Phillips, John Porter, Alex. Ritchie, James Robinson, Joseph Soutar. For the entire year, Philip Leslie, Gordon May, John McCrory.

## WEST CENTRE.

First Term. — Edith C. Abbott, Gayton C. Abbott, Florence A. Burtt, Gertrude A. Burtt, Grace L. Burtt, Gertrude E. Holt, Annie J. Murphy, Benjamin O'Hara, Emma M. Phelps, Esther G. Phelps, George G. Phelps, Laura Phelps, Luella Phelps. Ethel Trow tardy once.

Second Term. — Edith C. Abbott, Gayton C. Abbott, Carrie J. Burtt. Florence A. Burtt, Gertrude A. Burtt, Grace L. Burtt, Gertrude E. Holt, George G. Phelps, Laura Phelps. Ella Cunningham tardy once.

Third Term. — Edith C. Abbott, Gayton C. Abbott, Gertrude A. Burtt, Lucia M. Burtt, Gertrude E. Holt, Annie J. Murphy, Emma M. Phelps, Esther G. Phelps, George G. Phelps, Laura Phelps, Ethel Trow, Ralph Trow. Tardy but once, Donald Buchan, Raymond L. Buchan, Michael Sullivan. For the entire year, Edith C. Abbott, Gayton C. Abbott, Gertrude A. Burtt, Gertrude E. Holt, George G. Phelps, Laura Phelps.

## OSGOOD.

First Term. — Eva M. Lovejoy, Amy B. Lovejoy, George A. Carter, Frank S. Carter.

Second Term. — Amy B. Lovejoy, Lottie E. Flint, Stephen Lovejoy. Frank Livingston tardy once.

Third Term. — Lottie E. Flint, Amy B. Lovejoy,

## BAILEY.

First Term. — None.

Second Term. — Winthrop Boutwell, Alice Flint, Eleanor Flint.

Third Term. — Alice Boutwell, Eleanor Flint, Blanche Hardy. Edwin Flint tardy once.

## ABBOTT.

First Term. — Alice Fitzgerald, Fannie Fitzgerald. Walter Cuttle tardy but once.

Second Term. — None.

Third Term. — May H. Cuttle, Walter Cuttle, Alice Fitzgerald, Fannie Fitzgerald, Edith Hardy, Maurice Fitzgerald.

## NORTH.

First Term. — Arthur Abbott, Maggie Rodgers, Mamie McGovern. ,

Second Term. — Frank Stevens, Eddie McGovern, Mamie McGovern John Crowley, Maggie Rodgers.

Third Term. — John Crowley, Maggie Rodgers, Eddie McGovern, Arthur Abbott.

## TABULAR STATEMENT.

| SCHOOLS. | TEACHERS. | Number of Terms. | Salary per Week. |
|---|---|---|---|
| Central Grammar: | M. Abby Whitehouse (Prin.), - | 3 | $20 00 |
| 2d Division: | M. Alice Jaquith, - - - - - | 1 | 10 00 |
| | E. Lilian Cole, - - - - - - | 1 | 10 00 |
| | Clara A. Putnam, - - - - - | 1 | 10 00 |
| 3d Division: | Susan M. Wilbur, - - - - - | 3 | 10 00 |
| South Centre, | | | |
| 1st Intermediate: | Anna E. Chase, - - - - - - | 3 | 9 50 |
| 2d Intermediate: | Annie B. Flint, - - - - - - | 3 | 9 00 |
| 3d Intermediate: | Mary E. Carter, - - - - - | 3 | 9 00 |
| 1st Primary: | Abbie A. Richardson, - - - - | 3 | 9 00 |
| 2d Primary: | Hattie E. Harnden - - - - - | 3 | 9 00 |
| 3d Primary: | Edith McLawlin, - - - - - | 3 | 9 00 |
| Abbott Village, | | | |
| Senior: | Frances W. Meldrum, - - - | | 9 00 |
| Intermediate: | Gertrude C. Mason, - - - - | 3 | 9 00 |
| Primary: | Margaret C. Donovan, - - - | 3 | 9 00 |
| Phillips: | Martha A. Manning, - - - - | 2 | 9 00 |
| Holt: | Caroline T. Manning, - - - - | 3 | 9 00 |
| Scotland: | Nellie L. Buck, - - - - - - | 1 | 9 00 |
| | Susan R. Carter, - - - - - | 2 | 9 00 |
| Ballard Vale, | | | |
| Grammar: | Florence Ayer, - - - - - - | 3 | 10 00 |
| Intermediate: | Susan R. Carter, - - - - - | 1 | 9 00 |
| | Nellie L. Buck, - - - - - - | 2 | 9 00 |
| 1st Primary: | Mary F. Browne, - - - - - | 3 | 9 00 |
| 2d Primary: | Annie O. S. Clemons, - - - - | 3 | 9 00 |
| Frye Village, | | | |
| Senior: | Agnes C. Morrison, - - - - | 3 | 9 00 |
| Intermediate: | Emma L. Ward, - - - - - | 3 | 9 00 |
| Primary: | Helen W. Battles, - - - - - | 3 | 9 00 |
| West Centre: | Hannah R. Bailey, - - - - - | 3 | 10 00 |
| Osgood: | Mary E. Manning, - - - - - | 3 | 9 00 |
| Bailey: | Nellie E. Boutwell, - - - - - | 3 | 9 00 |
| Abbott: | Carrie L. Stott, - - - - - - | 1 | 9 00 |
| | Grace E. Sawyer, - - - - - | 1 | 8 10 |
| | | 1 | 9 00 |
| North: | Jennie A. Birnie, - - - - - | 1 | 8 10 |
| | | 2 | 9 00 |
| Music Teacher, | Edward Butterworth, - - - - | 3 | 9 00 |

# AVERAGE MEMBERSHIP AND

| SCHOOLS. | Per-cent of Attendance for the Year. | AVERAGE |
|---|---|---|
| CENTRAL GRAMMAR, | | |
| 1st Division: | 93.4 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 2d Division: | 92.4 | Membership, - - - - - |
| | | Attendance, - - |
| 3d Division: | 92.7 | Membership, - - - - |
| | | Attendance, - - - - |
| SOUTH CENTRE, | | |
| 1st Intermediate: | 93. | Membership, - - - - - |
| | | Attendance, - - - - - |
| 2d Intermediate: | 92.4 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 3d Intermediate: | 90. | Membership, - - - - - |
| | | Attendance, - - - - - |
| 1st Primary: | 91.7 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 2d Primary: | 86.8 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 3d Primary: | 85.9 | Membership, - - - - - |
| | | Attendance, - - - - - |
| ABBOTT VILLAGE, | | |
| Senior: | 95.6 | Membership, - - - - - |
| | | Attendance, - - - - - |
| Intermediate: | 96.1 | Membership, - - - - |
| | | Attendance, - - - - - |
| Primary: | 93.1 | Membership, - - - - - |
| | | Attendance, - - - - - |
| BALLARD VALE, | | |
| Grammar: | 94.2 | Membership, - - - - - |
| | | Attendance, - - - - - |
| Intermediate: | 89.6 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 1st Primary: | 92.9 | Membership, - - - - - |
| | | Attendance, - - - - - |
| 2d Primary: | 92.3 | Membership, - - - - - |
| | | Attendance, - - - - - |

# Attendance of Scholars.

| MONTH. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1st. | 2d. | 3d. | 4th. | 5th. | 6th. | 7th. | 8th. | 9th. |
| 44. | 44.3 | 43. | 42.8 | 41. | 40. | 40. | 38.5 | 36.5 |
| 42.6 | 43.5 | 41.3 | 39.6 | 40.9 | 38.8 | 38.2 | 34. | 34.5 |
| 51.9 | 54.5 | 54. | 50. | 50.3 | 50.7 | 46. | 46.7 | 44.8 |
| 50.3 | 51.6 | 49.5 | 45. | 47.8 | 46.1 | 44.5 | 42.3 | 39.0 |
| 51.5 | 52.4 | 52. | 51.3 | 52. | 51.5 | 49.5 | 49.5 | 45.3 |
| 48.8 | 50. | 49. | 45.7 | 47.8 | 46.8 | 46.2 | 46.8 | 41.6 |
| 36.7 | 38. | 38. | 35.9 | 38.6 | 38.7 | 40.4 | 40.2 | 38.6 |
| 34.3 | 34.8 | 33.6 | 32.2 | 34.9 | 34.3 | 37.2 | 35 6 | 34.8 |
| 48.8 | 48.3 | 47. | 44. | 44.7 | 45.4 | 46.2 | 47.3 | 48. |
| 46.2 | 45.8 | 42.6 | 40.2 | 41.4 | 41. | 43. | 44. | 44. |
| 31.8 | 35.5 | 35.5 | 36. | 35. | 33.8 | 43. | 44. | 45. |
| 28.6 | 32.5 | 30.6 | 30.5 | 32.6 | 30.6 | 39.7 | 39.3 | 46.4 |
| 36.7 | 36.8 | 36.1 | 33.2 | 34. | 34.7 | 38.5 | 40. | 40. |
| 34.5 | 36.1 | 33.2 | 28.6 | 30.7 | 29.6 | 35.7 | 34.8 | 37.2 |
| 36.2 | 37.8 | 34. | 29.9 | 33.5 | 33. | 32.4 | 32.5 | 31. |
| 34.1 | 32.7 | 28.6 | 24.8 | 30.5 | 30.2 | 25.7 | 26.5 | 26.7 |
| 34.7 | 34.9 | 34. | 36.3 | 44. | 33.6 | 40.9 | 46.9 | 46.6 |
| 29 6 | 33.2 | 27.6 | 38.2 | 27.5 | 24.5 | 37.3 | 41.4 | 43.3 |
| | | | 40. | 39.7 | 39. | 34. | 33.2 | 33. |
| | | | 38.7 | 38.2 | 37.2 | 32.1 | 31.7 | 31.4 |
| 42. | 42. | 41. | 43. | 43. | 43. | 41. | 40.5 | 40. |
| 41.3 | 40.6 | 38.5 | 40.7 | 40. | 41.7 | 39.9 | 39. | 39.2 |
| | | | 22.5 | 23. | 24. | 28. | 28.2 | 29.5 |
| | | | 20.8 | 20.8 | 21.6 | 27.3 | 26.7 | 27.7 |
| 29.2 | 28. | 27.7 | 26.6 | 25.5 | 22.5 | 21.7 | 19.6 | 19.2 |
| 27.6 | 25.6 | 25.2 | 25.6 | 24.2 | 21. | 21.1 | 18. | 18.7 |
| 40. | 41.2 | 42. | 44. | 43. | 43.2 | 41.2 | 42.3 | 45. |
| 37.1 | 38.6 | 38.3 | 39.7 | 38.9 | 39.1 | 38.9 | 35.6 | 38.4 |
| 46.2 | 46. | 43.5 | 45. | 43.5 | 46. | 40.5 | 44.5 | 41.7 |
| 42.7 | 43.7 | 44. | 41.9 | 39.8 | 39.9 | 38.7 | 40. | 38.1 |
| 55.1 | 52.9 | 54. | 51. | 47.3 | 48. | 56 2 | 51.3 | 45. |
| 50.8 | 50.2 | 50.6 | 46.6 | 42.2 | 43.6 | 54.3 | 44.9 | 42. |

## AVERAGE MEMBERSHIP AND

| SCHOOLS. | Per-cent of Attendance for the Year. | AVERAGE |
|---|---|---|
| PHILLIPS: | 87.1 | Membership, - - - - - |
| | | Attendance, - - - - - |
| HOLT: | 90.8 | Membership, - - - - - |
| | | Attendance, - - - - - |
| SCOTLAND: | 91.9 | Membership, - - - - - |
| | | Attendance, - - - - - |
| FRYE VILLAGE, Senior: | 97.6 | Membership, - - - - - |
| | | Attendance, - - - - - |
| Intermediate: | 93.1 | Membership, - - - - - |
| | | Attendance. - - - - - |
| Primary: | 98.1 | Membership, - - - - - |
| | | Attendance, - - - - - |
| WEST CENTRE: | 93.5 | Membership, - - - - - |
| | | Attendance, - - - - - |
| OSGOOD: | 90. | Membership, - - - - - |
| | | Attendance, - - - - - |
| BAILEY: | 92.3 | Membership, - - - - - |
| | | Attendance, - - - - - |
| ABBOTT: | 90. | Membership, - - - - - |
| | | Attendance, - - - - - |
| NORTH: | 90.5 | Membership, - - - - - |
| | | Attendance, - - - - - |
| Total Average, | 92.2 | |

By the column of per-cent attendance it may be seen that the schools of Centre District, including Grammar, South Centre, Abbott Village, and Phillips, have an average of, 91.5

Last year these schools rated, 92.86

Those of the South District, including Ballard Vale, Scotland, and Holt, 91.9

Last year these schools rated, 90.61

Frye Village and West Centre, 95.6
Remainder of West schools, 90.7
An average for West District of, 93.1

Last year these schools rated, 93.9

## ATTENDANCE OF SCHOLARS.—*cont.*

| MONTH. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1st. | 2d. | 3d. | 4th. | 5th. | 6th. | 7th. | 8th. | 9th. |
| 22.2 | 23. | 23. | 22.3 | 22.9 | 22. | | | |
| 19. | 20.6 | 21.2 | 17. | 20.3 | 20.7 | | | |
| 33.7 | 32.1 | 29. | 24. | 24. | 23.7 | 21.7 | 23. | 25.2 |
| 29.9 | 28. | 26.7 | 22.3 | 19.7 | 21.7 | 20.9 | 21.5 | 23.3 |
| 24. | 24. | 24. | 22. | 22.2 | 24. | 20. | 20. | 20. |
| 22.7 | 22.1 | 21.6 | 21. | 20.5 | 19.3 | 19.1 | 18.2 | 19.1 |
| 21.25 | 20.6 | 22.4 | 18.5 | 19. | 16.6 | 15.5 | 16. | 15.7 |
| 21.23 | 20.4 | 21.6 | 18.4 | 18.9 | 16. | 14.1 | 14.8 | 15.3 |
| 34.2 | 34.5 | 29.9 | 28.8 | 29.5 | 30.6 | 28.9 | 28.9 | 30.6 |
| 33.4 | 31.2 | 28.9 | 26.3 | 27.7 | 29.1 | 28. | 27. | 25. |
| 41.9 | 41.8 | 39.3 | 39.2 | 40. | 40. | 48.6 | 50. | 46. |
| 40.1 | 46. | 39. | 37.8 | 36.6 | 37.5 | 46.4 | 48.4 | 45.4 |
| 45 7 | 46.3 | 45. | 43.1 | 43.7 | 41.8 | 44.4 | 46.2 | 45.2 |
| 41.5 | 43.5 | 41.3 | 39.5 | 40.1 | 38.4 | 42.6 | 42.7 | 43.8 |
| 20.8 | 20.1 | 17.7 | 22.6 | 22. | 20. | 20.4 | 22.2 | 22.6 |
| 18.3 | 18.9 | 16. | 20.5 | 18.2 | 17. | 19.8 | 20.4 | 20.9 |
| 15.4 | 16. | 15.6 | 5.3 | 16. | 13.4 | 16. | 15.7 | 16. |
| 13.8 | 15.1 | 14 1 | 2 | 14.5 | 12.5 | 15.2 | 15.3 | 14.9 |
| 14. | 14. | 14. | 13. | 12. | 12. | 17. | 23. | 23. |
| 12 8 | 13.1 | 13.2 | 11.1 | 10.6 | 8.9 | 16.4 | 20.9 | 21.5 |
| 8.7 | 10. | 9.5 | .5 | 8. | 8. | 8. | 7. | 8. |
| 8.2 | 8.4 | 8. | 7.5 | 7. | 6.6 | 7.5 | 6.7 | 7.9 |

The Number of Scholars enrolled in all the Schools, including Punchard, for the year 1889 was as follows:

| | |
|---|---|
| Centre District, | 541 |
| South District, | 253 |
| West District, | 238 |
| Punchard, | 60 |
| Total, | 1092 |

Enrolment for the year 1888, 1099

## ORGANIZATION OF SCHOOL COMMITTEE FOR 1888–89.

| | | | Term expires. |
|---|---|---|---|
| Luther H. Sheldon, | Chairman, | 2 Terms, | 1889. |
| John A. Leitch, | Chairman, | 1 Term, | 1892. |
| E. Francis Holt, | Secretary, | 3 Terms, | 1890. |
| Felix G. Haynes, | Auditor, | 3 Terms, | 1891. |

Sub-Committee on :

Grammar, South Centre, Abbott Village, and Phillips Schools, Chairmen Sheldon and Leitch.

Ballard Vale, Scotland, and Holt Schools, Felix G. Haynes.

Frye Village, West Centre, Osgood, Bailey, Abbott, and North Schools, E. Francis Holt.

Truant Officers :

Centre District, Richard M. Abbott.

Village and West Parish, Miichael Welsh.

Ballard Vale, Joseph Scott.

# GENERAL REGULATIONS.

1. It shall be the duty of all the teachers, in conformity with the laws of this Commonwealth, " to exert their best endeavors to impress on the minds of the children and youth committed to their care and instruction the principles of piety and justice, and a sacred regard for truth, love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis on which a republican constitution is founded."

2. Teachers are required to be in attendance at least ten minutes before the hour appointed for opening school, and the roll is to be called at the very moment the time arrives when the school must be opened.

3. Each school shall be daily opened by reading a portion of the Bible, without note or comment, and the use of the Lord's prayer.

4. All schools shall be in session at least five and a half hours per day.

5. During each session there shall be one recess, not to exceed fifteen minutes in length.

6. Teachers may take two days in each year for the purpose of visiting other schools.

7. Teachers desiring temporary release from schools shall apply to the Committee, and no substitute shall be appointed without their consent.

8. Teachers shall not permit scholars, during school hours, to answer the calls of any person at the door, except of parents or guardians, or by an order from them.

9. In all cases of tardiness or absence, scholars shall furnish their teachers with a satisfactory excuse from their parents or guardians.

10. When a scholar is known, or from good reasons suspected, of playing truant, it shall be the duty of teachers to immediately inform the truant officer, whose duty it shall be to bring the delinquent to the school, and report the case to the parents.

11. The discipline of the school shall be, as far as possible, of a parental character. Corporal punishment shall be resorted to only in cases of extreme necessity, and when other means have failed. For violent or obstinate resistance to authority, or gross misconduct, a teacher may temporarily suspend a scholar, but shall immediately notify the parents, and report the case to the Committee.

12. When the conduct, example, or general influence of a scholar becomes very injurious, and his reformation appears hopeless, and he manifests a determined disregard of the rules and good order of the school, he may be expelled by a vote of the School Board.

13. Any pupil suspended, on giving satisfactory evidence of amendment, may be restored by the Committee. Any pupil expelled may be re-admitted on probation, and on ample proof of reformation may be restored, but only by a vote of the School Board.

14. All teachers are required to take daily care that schoolhouses, the furniture and apparatus in the same, as well as the outbuildings, fences, and all the property belonging to school estates, be not unnecessarily defaced, or in any manner injured by the scholars; and they shall be held responsible for any want of neatness or cleanliness about the schoolhouses and premises generally, and the outhouses in particular. In case any injury is done to school-buildings, fences, or other school property, either by pupils or others, it shall be the duty of the Committee to procure redress, and if necessary by legal measures.

15. Teachers shall also give careful attention to the ventilation and temperature of their rooms, avoiding extremes of heat and cold, securing change of air regularly at recesses and at the close of sessions, and carefully avoid allowing a current of air upon the pupils engaged in study or recitation.

16. Pupils who fall behind their classes by reason of absence, indolence, inattention, or inability, may be placed in a lower class at the discretion of their teachers, acting in concurrence with their respective Committees.

17. No teacher or janitor shall be allowed to procure supplies of any kind, for the use of schools or school-buildings, without an order from the Committee.

18. Teachers shall not dismiss scholars from school till its close, without a special request from their parents or guardians, nor shall they close their schools before the regular time, except in cases of sickness, or with the consent of the Committee.

19. Each teacher shall keep the register required by law, and at the close of the term shall place it, correctly filled out, in the hands of the Committe. No teacher shall be entitled to a payment unless the school register required of such teacher is made up in accordance with the statutes.

# COURSE OF STUDY.

## PRIMARY DEPARTMENT.

### THIRD GRADE.

(FIRST YEAR.)

READING. — Reading exercises from the black-board. Monroe's Chart, New Franklin Primer and First Reader. Phonic exercises. Teach by the word and phonic methods; use objects, pictures, and sketches upon the board. Lead the children to talk freely about the lesson. Pay particular attention to *tones* and *inflections*.

NUMBER. — Develop the idea of number to twenty by the use of objects. Notation and numeration to twenty. Teach the pupils to combine numbers (using objects) in any way that will make the required number. Add, subtract, multiply, and divide to twenty. When they have learned the combination, they may make the figures and tables upon the slate. Practise addition in columns. Separate numbers into equal and unequal parts. Teach them the use of and *to use* $+$, $-$, $\times$, $\div$, $=$. Teach to count to one hundred. Begin to talk about $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc. Use objects when necessary.

GEOGRAPHY. — Preparation for the study of Geography should be made in this grade by frequent conversational lessons on time, place, direction, and description of familiar things and places.

SPELLING. — Words from the reading lessons to be spelled both by sound and by letter.

WRITING. — Letters and short words to be written on ruled slates from copy on board. Insist on correct position and the proper manner of holding the pen. Make "movement exercises" an especial feature in your instruction.

CLAY MODELLING AND DRAWING. — Have pupils mould the sphere, cube, cylinder, hemisphere, square prism, and rightangled triangular prism; and draw the circle, square, semicircle, parallelogram, triangle, etc.

MUSIC. — As conducted by special teacher. Also easy songs.

PHYSIOLOGY. — Parts of the body and movement.

Physical Exercises. — Calisthenics or gymnastic exercises from fiev to ten minutes each half day.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

## SECOND GRADE.

### (second year.)

Reading. — New Franklin Second Reader. Phonic Exercises and Spelling. Classify words according to similar sounds: cat, rat, hat; man, pan, ran; run, sun, etc. Teach them the names of the punctuation marks as they occur in the Reader. Practise sight-reading from supplementary Reader. Insist on distinct utterance, and on easy and natural expression.

Number. — Review numbers from one to twenty, and advance to fifty. Continue the combination and separation of numbers, using the figures and signs $+, -, \times, \div, =$. Separate numbers into equal and unequal parts. Continue the use of the fractional parts $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. Give many examples, as follows: John has 4 apples and James has 3 apples; how many have both? What cost 4 lemons at 5 cents each? Give many exercises in completing the equation; as, $7 - (?) = 5$. Three 2's $=$ (?). $8 - 3 =$ two 2's $+$ (?). Drill the class in rapid slate-work; as 3 plus 7, or 4 plus 6, or two 5's, or 4 plus 3 plus 3. The pupil thinks the answer, and at a signal writes it upon the slate. Exercise the class much in column work. Have the class make original examples. No *careless* work should be allowed. Teach the Roman numerals to M. Teach the Multiplication table to the sixth line. Notation and numeration to 5000.

Geography. — Preparation for the study of Geography should be made in this grade by frequent conversational lessons on time, place, direction, and description of familiar things and places. Local Geography. Map of Andover, its industries, institutions, etc.

Spelling — Spell by letter and sounds words from reading lessons.

Writing. — Writing of short sentences and capital letters on ruled slates from copy on board. Insist on correct position. No careless work should be allowed. Movement exercises to be an especial feature of the lesson.

Clay Modelling and Drawing. — Mould in clay the ovoid, ellipsoid, equilateral triangular prism, cone, square pyramid, and vase form. Let these solids suggest forms to be drawn. (See Drawing, Third Grade.)

Music. — As directed by special teacher. Also easy songs.

Physiology. — Oral Instruction. Organs of sense.

Physical Exercise. — Calisthenics or gymnastic exercises from five to ten minutes each half day.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

## FIRST GRADE.

### (THIRD YEAR.)

Reading. — Franklin's Advanced Second Reader. Phonic exercises and spelling. Give much attention to vocal expression at every step in the work. Never accept improper utterance of any kind. Practise sight reading from supplementary Readers.

Number. — Review numbers from 1 to 50, and advance to 100. Find all the weak places, and strengthen them. Continue rapid slate-work. Give many practical examples. Practise rapid column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers continued. Teach notation and numeration to 1,000,000. Have the pupils use the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. Use U. S. money, liquid and dry measure; in applying numbers teach these tables objectively. Also teach the table of time, and use the denominations of inches, feet, yards, etc. Teach Multiplication table to $12 \times 12$. Dictate mental exercises in the four rules. Count, add, and subtract by twos, threes, fours, etc.

Geography. — Oral instruction in Geography as in First and Second Grades. Also Map of Essex County, and Map of Massachusetts.

Spelling. — Spell by letters and sound words in reading lessons.

Writing. — Write on ruled slates from copy on board. Insist on correct position. No careless work should be allowed. Movement exercises to be an especial feature.

Drawing. — White's (Revised) No. 1.

Music. — As directed by special teacher. Also easy songs.

Physiology. — Oral instruction. Parts of body. Movement. Uses and health of parts.

Physical Exercise. — Calisthenics or gymnastic exercises from five to ten minutes each half day.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

## INTERMEDIATE DEPARTMENT.

### THIRD GRADE.

(FOURTH YEAR.)

READING. — New Franklin Third and Advanced Third Readers. Phonic exercises and spelling. Never accept improper utterance of any kind. Strive for natural expression.

ARITHMETIC. — Bradbury's Eaton's Elementary Arithmetic (Part 2) to Decimals, p. 163.

GEOGRAPHY. — Warren's Primary Geography, pp. 1–42.

SPELLING. — Swinton's Word Book, pp. 1–22.

WRITING. — Cowperthwaite and Co.'s Series, No. 1. Make movement exercises a specialty.

LANGUAGE. — Writing from pictures. Use of capitals and punctuation. Writing of different kinds of sentences.

DRAWING. — White's (Revised) No. 2.

MUSIC. — As directed by special teacher. Also easy songs.

PHYSIOLOGY. Oral instruction: muscles, bones, etc.

PHYSICAL EXERCISE. — Calisthenics or gymnasttic exercises from five to ten minutes each half day.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

### SECOND GRADE.

(FIFTH YEAR.)

READING. — New Franklin Fourth Reader. Practise sight reading from supplementary Readers.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, to p. 60. Eaton's Intellectual Arithmetic, to p. 75.

GEOGRAPHY. — Warren's Primary Geography, from p. 42 through the book.

SPELLING. — Swinton's Word Book, pp. 23–36.

WRITING. — Cowperthwait and Co.'s Series, No. 2. Movement exercises a specialty.

LANGUAGE. — Oral Instruction. Names, and how to write them. The statement. The two parts of a statement. *A*, *an*, and *the*, — when to use *a*, and when *an*. The inquiry. The command. Words that

express quality, and words that express action. Easy punctuation. Letter writing: the parts of a letter, such as the heading, the address, the body, the subscription, the superscription, etc. Writing from pictures.

DRAWING. — White's (Revised) No. 3.

MUSIC. — As directed by special teacher. Songs, etc.

PHYSIOLOGY. — Oral instruction: The circulation: arteries, veins, etc.

PHYSICAL EXERCISES. — Calisthenics or gymnastic exercises from five to ten minutes each half day.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt to much at any one time.

## FIRST GRADE.

### (SIXTH YEAR.)

READING. — New Franklin Fourth Reader. Practise sight reading from supplementary Readers.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, pp. 60–83, and Review. Eaton's Intellectual Arithmetic, pp. 75–93.

GEOGRAPHY. — First half of the year review Warren's Primary Geography, and last half, Warren's Common School Geography to p. 19.

SPELLING. — Swinton's Speller, pp. 37–64.

WRITING. — Cowperthwait and Co.'s Series, No. 2. Movement exercises a specialty.

LANGUAGE. — Mary F. Hyde's Practical Lessons in the Use of English, First Book.

DRAWING. — White's (Revised), No. 4.

MUSIC. — As directed by special teacher. Songs, etc.

PHYSIOLOGY. — Child's Health Primer.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day.

See that you have *pure* air. Let there be promptnesss, order, and exactness in all the movements. Do not attempt too much at any one time.

## GRAMMAR DEPARTMENT.

### FOURTH GRADE.

(SEVENTH YEAR.)

READING. — New Franklin Fifth Reader. Sight reading from supplementary works.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, pp. 83–119. Eaton's Intellectual Arithmetic, from Section V. to p. 109.

GEOGRAPHY. — Warren's New Common School Geography, pp. 19–60. Draw maps of North America and the United States.

SPELLING. — Swinton's Word Book, pp. 64–90.

WRITING. — Cowperthwait and Co.'s Series, No. 4. Movement exercises.

LANGUAGE. — Wells's Grammar, from beginning to Syntax.

DRAWING. — White's (Revised) No. 5.

MUSIC. — Staff Intervals. Teach all music on first thirty-four pages of New Third Music Reader.

PHYSIOLOGY. — Palmer's Hygiene for Young People, first ten chapters.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

### THIRD GRADE.

(EIGHTH YEAR.)

READING. — New Franklin Fifth Reader. Part Second. Supplementary reading.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, pp. 119–168. Review Common and Decimal Fractions, and United States money. Eaton's Intellectual Arithmetic, pp. 109–139.

GEOGRAPHY. — Warren's New Common School Geography, pp. 60–94. Map drawing throughout the year.

SPELLING. — Swinton's Word Book, pp. 90–118.

WRITING. — Cowperthwait and Co.'s Series, No. 5. Movement exercises, etc.

LANGUAGE. — Wells's Shorter Course, pp. 134–167. Review from beginning. Lessons in Composition weekly. Insist upon the use of the dictionary, thus accustoming pupils to consult books of reference.

DRAWING. — White's (Revised) No. 6.

MUSIC. — Three-part singing from New Third Music Reader, Book II. The voices to be carefully examined, and permanently arranged for the year.

PHYSIOLOGY. — Palmer's Hygiene for Young People, from Chapter X. to the end, and review.

HISTORY. — Grammar-School History, first half of book.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

## SECOND GRADE.

### (NINTH YEAR.)

READING. — New Franklin Fifth Reader. Sight reading from supplementary works.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, pp. 168–254 Eaton's Intellectual Arithmetic completed, from p. 139.

GEOGRAPHY. — Warren's New Common School Geography, pp. 94–115, and review. Map drawing.

SPELLING. — Swinton's Word Book, p. 118 to end. Words from other studies.

WRITING. — Cowperthwait and Co.'s Series, No. 6. Movement exercises a special feature.

DRAWING. — White's (Revised) No. 7.

LANGUAGE. — Review of Wells's Shorter Course of English Grammar. Special attention to pp. 103–168. Frequent exercises in composition. Insist upon the use of the dictionary, thus accustoming pupils to consult books of reference.

MUSIC. — Three and four part songs from New Fourth Music Reader.

PHYSIOLOGY. — Hutchinson's Laws of Health, one lesson weekly. Use Yaggy's Chart.

HISTORY. — Grammar School History, last half of book, and review.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

## FIRST GRADE.

(TENTH YEAR.)

READING. — New Franklin Fifth Reader. Sight reading from supplementary works. Instruction in elocution.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, from Mensuration to end of book, and review. Eaton's Intellectual Arithmetic.

GEOGRAPHY. — Maury's Physical Geography. Map-drawing.

SPELLING. — Swinton's Word Book. Words from other studies.

WRITING. — Cowperthwait and Co.'s Series, No. 7. Movement exercises.

MUSIC. — Three and four part songs from New Fourth Music Reader.

PHYSIOLOGY. — Hutchinson's Laws of Health completed. Frequent use of Yaggy's Chart.

CIVIL GOVERNMENT. — Townsend's Civil Government. Oral instruction in United States and English history.

BOOK-KEEPING. — Meservey's Book-keeping, two lessons each week.

LANGUAGE. — Wells's Shorter Course of English Grammar. Give special attention to analysis. Have frequent exercises in composition, giving special attention to capitalization and punctuation. Insist upon the use of the dictionary, thus accustoming pupils to consult books of reference. Encourage pupils to use the best language they can command, and no unrefined or inaccurate expression should be allowed to pass unnoticed.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

# OUTLINE OF COURSE OF STUDY.

## PRIMARY DEPARTMENT.

| STUDY. | First Year. GRADE 3. | Second Year. GRADE 2. | Third Year. GRADE 1. |
|---|---|---|---|
| New Franklin Primer, | entire | | |
| New Franklin 1st Reader, | entire | | |
| New Franklin 2d Reader, | | entire | |
| New Franklin Advanced 2d Reader, | | | entire |
| Number, | Comb's 1–20 | 20–50 & rev. | 50–100 & rev. |
| Geography, | oral | oral | oral |
| Writing, | slate | slate | slate |
| Clay Modelling and Drawing, | C. M. and primary instruc. | | White's No. 1 |
| Music, | As directed by special teacher. | | |
| Physiology, | | | Oral, — Parts body, movements, etc. |

## INTERMEDIATE DEPARTMENT.

| STUDY. | Fourth Year. GRADE 3. | Fifth Year. GRADE 2. | Sixth Year. GRADE 1. |
|---|---|---|---|
| Reading: | | | |
| New Franklin 3d Reader, | entire | | |
| New Franklin 4th Reader, | | 1st half, | 2d half, & rev. |
| Arithmetic: | | | |
| Bradbury's Eaton's Elementary, | pp. 95–163 | | |
| Bradbury's Eaton's Practical, | | pp. 1–60 | pp. 60–83 |
| Eaton's Intellectual, | | pp. 1–75 | pp. 75–93 |
| Geography: | | | |
| Warren's Primary, | pp. 1–42 | p. 42 to end | review |
| Warren's Grammar School, | | | pp. 1–19 |
| Spelling: Swinton's Word Book, | pp. 1–22 | pp. 22–36 | pp. 36–64 |
| Writing: Cowperthwait and Co.'s, | No. 1. | No. 2. | No. 3. |
| Language: | | | |
| Oral, and Hyde's Practical Lessons, | oral | oral | Prac. Lessons |
| Drawing: White's, | No. 2 | No. 3 | No. 4 |
| Music: | As directed by special teacher. | | |
| Physiology: | | | |
| Oral, and Child's Health Primer, | oral | oral | Primer. |

## GRAMMAR DEPARTMENT.

| STUDY. | 7th Year. GRADE 4. | 8th Year. GRADE 3. | 9th Year. GRADE 2. | 10th Year. GRADE 1. |
|---|---|---|---|---|
| Reading: | | | | |
| New Franklin 5th Reader, | Part I. | Part II. | | |
| Supplementary reading, | Sup. Read. | Sup. Read. | Selections, | Selections |
| Arithmetic: | | | | |
| Bradbury's Eaton's Practical, | pp. 83–119 | 119–168 | 168–254 | 254 to end |
| Eaton's Intellectual, | pp. 93–109 | 109–139 | 139 to end | entire |
| Geography: | | | | |
| Warren's Grammar School, | pp. 19–60 | 60–94 | 94–115 | Physical |
| Spelling: Swinton's Word Book, | pp. 65–90 | 90–118 | 118 to end | entire |
| Writing: Cowperthwait & Co.'s, | No. 4. | No. 5. | No. 6. | No. 7 |
| Language: Wells' Shorter Course, | pp. 1–134 | 134–167 | entire | entire |
| Drawing: White's, | No. 5 | No. 6. | No. 7 | No. 7 |
| Music: | As directed by special teacher. | | | |
| Physiology: | | | | |
| Palmer's Hygiene for Y. P., | 1st half | 2d half | | |
| Hutchinson's Laws of Health, | | | 1st half | entire |
| U. S. History: Gram. School, | | 1st half | 2d half | |
| Civil Government: Townsend's | | | | entire |
| Book-keeping: | | | | Meservey's |

# PUNCHARD FREE SCHOOL.

## PRINCIPAL'S REPORT.

TO THE TRUSTEES OF PUNCHARD FREE SCHOOL.

Gentlemen: This Report covers the school year from September 1888 to June 1889. Former Annual Reports have been made for the year from April to April, thus including parts of two school years. The advantages of the present arrangement of time are so obvious as to make comment unnecessary.

### TERMS.

FALL TERM, from September 5, 1888, to December 19, 1888.
WINTER TERM, from January 2, 1889, to March 26, 1889.
SPRING TERM, from April 10, 1889, to June 20, 1889.

### SCHOOL STATISTICS.

| | Fall Term. | Winter Term. | Spring Term. |
|---|---|---|---|
| Length of School, in days, | 75 | 60 | 50 |
| Average membership, | 61 | 60 | 54 |
| Average attendance, | 59.7 | 57.8 | 51.3 |

| | |
|---|---|
| Length of School Year, | 37 weeks. |
| Number of different pupils attending during the year, | 61 |
| Number of different pupils not enrolled in some other school in town, | 60 |
| Number over 15 years of age, | 36 |
| Number between 8 and 14, | 25 |
| Average membership for the year, | 58.8 |
| Average attendance for the year, | 56.8 |

## ROLL OF HONOR.

Pupils who have not been absent or tardy.

### FALL TERM.

Abbott, Eva E.
Abbott, Florence I.
Hayward, Carrie P.
Hinton, Alice M.
Kimball, Nellian G.
Moody, Clara E.
Moody, Edwin C.
Abbott, Lilla A.
Deane, Hattie L.
Goldsmith, Clarence.
Randall, Maude E.
Richardson, Elizabeth.
Saunders, Antoine.
Duval, Effie I.
Deane, Alice C.
Graffam, Winnie.
Hardy, Louise E.
Piddington, Jennie U.
Bodwell, Ella M.
Bell, Stewart S.
Chandler, Ellen E.
Cole, Maud M.
Cutler William B.
Gay, Florence W.
Goff, Fred B.
Perkins, Anna K.
Ramsdell, Atherton R.

### WINTER TERM.

Abbott, Eva E.
Abbott, Florence I.
Flint, Mabel S.
Hayward, Carrie P.
Hinton Alice, M.
Holt, John V.
Moody, Clara E.
Abbott, Lilla A.
Randall, Maud M.
Hardy, Louise E.
Piddington, Jennie U.
Bell, Stewart S.
Cole, Maud M.
Cutler, William B.
Duncan, Charles J.
Goff, Fred B.
Goldsmith, Louise S.
Perkins, Anna R.
Roberts, Percy J.
Ramsdell, Atherton R.

### SPRING TERM.

Abbott, Eva E.
Abbott, Florence I.
Beard, A. Josephine.
Graffam, Mary L.
Flint, Mabel S.
Hayward, Carrie P.
Hinton, Alice M.
Kimball, Nellian G.
Abbott, Lilla A.
Cogswell, Mary L.
Deane, Hattie L.
Goldsmith, Clarence.
Richardson, Elizabeth.
Hardy, Louise E.
Bell, Stewart S.
Cole, Maud M.
Cutler, William B.
Duncan, Charles J.
Gay, Florence W.
Goff, Fred B.
Ramsden, William H.
Roberts, Percy J.
Ryder, Robert O.
Ramsdell, Atherton R.

# COURSE OF STUDY.

## GENERAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | French. |
| Chemistry — Qual. Anal. | French. | Botany. |
| Trigonometry. | Science of Government. | English Literature. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Cæsar. | Cæsar. | Cæsar. |
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

## CLASSICAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Cicero. | Cicero. | Latin. |
| Iliad. | Iliad. | Greek. |
| Review of Mathematics. | French. | French. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | Virgil. |
| Anabasis. | Anabasis. | Anabasis. |
| Greek Prose. | Greek Prose | Review of Mathematics. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Greek Grammar. | Greek Lessons. | Greek Lessons. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | Roman History. |

## ENGLISH COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Chemistry—Qual. Anal. | French. | French. |
| Trigonometry. | Science of Government. | English Literature. |
| Physical Geography. 4 | Rhetoric. 4* | |
| English Authors. 1 | English Authors. 1 | Botany. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |
| History. 4 | History. 4 | History. 4 |
| American Authors. 1 | American Authors. 1 | American Authors. 1 |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Commercial Arithmetic. | Bookkeeping. | Physiology. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

* The figures indicate the number of recitations a week in each study.

The courses of study have been followed without omission, and one recitation a week in reading for every class in school has been given. This is almost virgin soil. The courses of study, as printed, do not provide for rhetorical work. From all I can learn, it appears that excellent work was formerly done in this direction, but that it has been crowded out by the additional work in other studies made necessary by the recent revision of the course of study. Next year we shall have regular work in composition, declamation, and penmanship, as well as in reading.

The scholarship of the school is quite uneven. The proportion of excellent scholars is large, but, unfortunately, the proportion of very poor scholars is also large. We have a rule providing for the elimination of the unscholarly factor, and the number of pupils who seem indifferent to the application of this rule to their own cases is considerable. As this report will probably meet the eye of many (I hope of all) of the patrons of the school, I will insert here the rule referred to above:

"Pupils whose mark for a term's work in any study is below 60 are not allowed to go on until the work has been properly made up and the examinations successfully passed. If not made up before the beginning of the next year, the study must be taken with the next lower class."

Our requirements, as will be noticed from the rule just given, are very reasonable. A mark of sixty per cent simply means that a pupil *a little more than half does his work.* It is my firm conviction that every pupil whose mental development is sufficient to enable him to pass the entrance examination can, without great effort, keep his standing high enough, so that it will never be necessary to apply this rule. I have yet to learn of the first case in which its application was due to causes beyond the pupil's control.

The class that entered Punchard last September is thought by both assistants to be rather better prepared for its work

than preceding classes of recent years, and it is certainly as well prepared as the entrance classes have been in other places in which I have taught. I make this statement in view of a feeling in the community that there is a wide gap between the Grammar School and Punchard. This does not seem to me to be the case. To be sure, the number of successful applicants for admission is small, in comparison with the whole number of applicants; but this only proves that many pupils are allowed to take the examination who should be held back another year before making the attempt at all. Last year every pupil who in the judgment of the Principal of the Grammar School was prepared for Punchard was successful in the examination, and several others for whom she declined to be responsible. A revision of the course of study in the common schools is contemplated by the Town Committee; and this, if done, will, of course, make the work of preparation for Punchard easier for both teacher and pupil; but there is no serious difficulty now.

There were in the school thirty-four pupils studying Latin and eight studying Greek. The first class to complete the classical course, a class of two young ladies, was graduated last June. Both have since been admitted to Smith College. Improvements that we hope to make next year are, more systematic work and a higher grade of work in music and drawing, rhetorical exercises, more business-like treatment of the work of the English course in the first year, and French conversation. We hope to induce parents to show their interest in school work by visiting us often. To this end, we shall have visiting days, when we hope to meet many of those who have sons and daughters under our charge.

The class recently graduated followed the precedent set by the class of '88, in presenting to the school a book-case and fifty volumes of reference books. Both classes are entitled to great praise for their thoughtfulness and liberality. The

money for this gift was obtained, as in former years, from the class fair, held last December. The thanks of the school are extended to the friends who by the patronage of the fair made the gift possible.

The school suffers serious loss in the resignation of both assistants, whose interest and success have been very marked.

Respectfully submitted,

FRANK O. BALDWIN,

PRINCIPAL.

## ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1888–89.

President, Rev. Frederick Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:
Rev. Frederick Palmer,
Rev. F. W. Greene.
Samuel H. Boutwell,

Prudential Committee:
George Gould,
Samuel H. Boutwell.

Auditing Committee:
George Gould,
Horace H. Tyer.

## TEACHERS.

Frank O. Baldwin, Principal.
Miss Mary E. Dern, Assistant.
Miss Mary A. Abbott, Assistant.

# REPORT

OF THE

# PUBLIC SCHOOLS

OF THE

# TOWN OF ANDOVER,

MASS.,

FOR THE YEAR 1890.

ANDOVER, MASS.
THE ANDOVER PRESS, PRINTERS.
1891.



*At a regular meeting of the School Board, December 30, it was voted that the Superintendent of Schools prepare the Annual School Report, and at a subsequent meeting this Report was accepted as the Report of the School Committee.*



## SCHOOL BOARD, 1889.

John A. Leitch, Chairman,
E. Francis Holt, Secretary,
Felix G. Haynes, Auditor.

Sub-Committee on :

Central Grammar, South Centre, and Abbott Village Schools, J. A. Leitch.

Ballard Vale, Scotland, and Holt Schools, Felix G. Haynes.

Frye Village, West Centre, Osgood, Bailey, Abbott, and North Schools, E. Francis Holt.

Truant Officers :

| | |
|---|---|
| Centre District, | Richard M. Abbott. |
| West Parish, | Michael Welch. |
| Ballard Vale, | Joseph Scott. |

## SCHOOL BOARD, 1890.

F. W. Greene, Chairman.

H. Allen Halstead, Secretary and Superintendent.

| | |
|---|---|
| G. S. Butler, | F. O. Baldwin, |
| Wm. G. Goldsmith, | Mrs. L. A. Wilson, |
| A. S. Manning, | Miss S. E. Jackson, |
| Mrs. A. B. Cutler, | J. A. Leitch. |

Truant Officers :

| | |
|---|---|
| Centre, | Richard M. Abbott, Barnett Rogers. |
| West Parish, | Michael Welch. |
| Ballard Vale, | Joseph Scott. |

Regular Meetings of the Board :

The Tuesday before the first Monday of every month, at 7.30 P.M.

## STANDING COMMITTEES.

Advisory and Auditory Committee:

A. S. Manning, F. W. Greene, W. G. Goldsmith.

Committee on Teachers and Music:

J. A. Leitch, Mrs. L. A. Wilson, Miss S. E. Jackson.

Committee on Text-books and Supplies:

F. O. Baldwin, G. S. Butler, Mrs. A. B. Cutler.

Sub-Committees:

Central Grammar, South Centre, and Abbott Village Schools, Wm. G. Goldsmith, Miss S. E. Jackson, and A. S. Manning.

Ballard Vale, Holt, and Scotland Schools: G. S. Butler, F. O. Baldwin, and Mrs. L. A. Wilson.

West Centre, Frye, Osgood, Bailey, Abbott, and North Schools: F. W. Greene, J. A. Leitch, and Mrs. A. B. Cutler.

# REPORT.

Office of Superintendent of Public Schools.
ANDOVER, MASS., JANUARY 27, 1891.

Ladies and Gentlemen of the School Board :

I hereby respectfully submit my first Annual Report. I wish briefly to present for your consideration the condition, needs, and progress of the public schools of the town.

The public school system, through the intelligent and ceaseless efforts of the School Committee, backed and applauded by a generous public, and aided by a corps of earnest teachers, presents its present proportions and efficiency. Many difficulties have been overcome, and the sentiment of our town now is to maintain and perpetuate a vigorous system of public instruction. The determination that the masses shall receive at least a practical education was never stronger, and I, therefore, feel assured that the tax-payers will approve liberal appropriations for the cause of public instruction.

## SCHOOLS.

| | |
|---|---|
| Number of Grammar Schools, | 6 |
| Number of Intermediate Schools, | 7 |
| Number of Primary Schools, | 8 |
| Number of Union Schools, | 6 |

TEACHERS.

| | Male | Female |
|---|---|---|
| Grammar, | 1 | 6 |
| Intermediate, | 0 | 7 |
| Primary, | 0 | 8 |
| Union Schools, | 0 | 6 |
| Drawing, | 0 | 1 |
| Music, | 1 | 0 |
| Total | 2 | 28 |

PUPILS.

Whole number of scholars enrolled in all the schools, including Punchard,

| | |
|---|---|
| Centre Schools, | 458 |
| South Schools, | 218 |
| West Schools, | 357 |
| Punchard Free School, | 80 |
| Total, | 1113 |

| | |
|---|---|
| Enrolment for the year 1889, | 1092 |
| Enrolment for the year 1888, | 1099 |
| Average membership (Public Schools), | 899 |
| Average daily attendance, | 825 |
| Percentage of attendance on membership, | 91.7 |

Percentage of attendance:

| | |
|---|---|
| Centre Schools, | 92.4 |
| South Schools, | 90.0 |
| West Schools, | 93.2 |

| | |
|---|---|
| Number of pupils who entered Punchard Free School from Grammar School, | 43 |

## VALUATION.

| | |
|---|---|
| Assessed value of real estate in Andover, | $3,252,270 00 |
| Assessed value of personal estate in Andover, | $1,306,810 00 |
| Total amount of taxable property, | $4,559,080 00 |
| Real estate exempt from taxation, | $780,475 00 |
| Personal estate exempt from taxation, | $1,435,903 67 |
| Total valuation, | $6,775,458 67 |
| Valuation of public school buildings and sites. | $92,625 00 |

## FINANCIAL STATEMENT.

| | | |
|---|---|---|
| Appropriations, March 1889: | | |
| For schools, | $13,000 | |
| For school-houses, | 1,800 | |
| For text-books and supplies, | 900 | |
| Total, | | $15,700 00 |
| Expenditure: | | |
| For schools, | $13,000 | |
| For school-houses, | 1,800 | |
| For text-books and supplies, | 900 | |
| Total expenditure, | | $15,700 00 |
| Appropriations, March 1890: | | |
| For schools, | $17,000 00 | |
| For school-houses, | 1,200 00 | |
| For text-books and supplies, | 1,000 00 | |
| Total, | | $19,200 00 |
| Expenditure, to Jan. 5, 1891: | | |
| For schools, | $13,995 59 | |
| For school-houses, | 1,200 00 | |
| For text-books and supplies, | 993 50 | |
| Total expenditure, | | $16,189 09 |
| Balance, | | $3,010 91 |

That there is a balance unexpended does not indicate that the above appropriation was larger than necessary, but is

caused by the teachers waiting for their January and February wages until March, the books having been closed on the 5th of January. Therefore the appropriations for the coming year must be also for the above-mentioned time in arrears.

Estimates for the coming year:

| | |
|---|---|
| For schools, | $16,000 00 |
| For school-houses, | 1,200 00 |
| For text-books and supplies, | 1,000 00 |

## SPECIAL APPROPRIATIONS.

The attention of the citizens of Andover is called to the Report of the Auditing Committee as to needed special appropriations, which meets the entire approval of the Board. They report as follows:

| | |
|---|---|
| To improve defective ventilation wherever needed, | $2500 |
| To enlarge the Abbott Village school-house, | 2500 |
| To enlarge the West Centre school-house, | 800 |
| For grading around the Central Grammar and Ballard Vale schools, and for cementing the basement of Ballard Vale school-house, | 1000 |

## SCHOOL-HOUSES.

The Town now owns twelve buildings, as follows:

| | Number of Class-rooms |
|---|---|
| Central Grammar, | 4 |
| South Centre, | 6 |
| Ballard Vale, | 4 |
| Frye Village, | 3 |
| Abbott Village, | 3 |
| West Centre, | 2 |
| Osgood, | 1 |
| Bailey, | 1 |
| Abbott, | 1 |
| North, | 1 |
| Scotland, | 1 |
| Holt, | 1 |
| Total, | — 28 |

These twelve buildings contain twenty-eight class-rooms, with a seating capacity of about one thousand one hundred and fifty.

## THE CENTRAL GRAMMAR SCHOOL.

This building is in good condition as to repairs, but entirely insufficient as to room. More class-rooms of a corresponding grade are needed. However, if more extensive accommodations could be provided for the Abbott Village School, so that the pupils of that part of the town could complete their course there, the overcrowded condition of the Central Grammar would be remedied.

The ventilation of the Central Grammar School has always been defective. By a remodelling of the original plan of ventilation by the architect, more satisfactory results in this respect have been obtained; but yet it is but half what it should be. The ventilation of the rooms in the rear of the building lies under condemnation of the State Inspector of Public Buildings, while that of the front rooms — the rooms on the south side of the building — is sufficiently good to be up to the legal requirements. This building is architecturally among the finest in the town, and is a most creditable exponent of the progressive interest of our townsmen in the development of the common school system. I would suggest that immediate steps be taken to remedy the defective ventilation.

## SOUTH CENTRE.

The condition of the South Centre building is satisfactory in most respects. There is, however, no effectual ventilation, and the furnaces in the basement should be replaced by new ones. With these defects remedied, this would be one of the most desirable school buildings in the town.

## BALLARD VALE.

The new building was completed in March 1890, at a cost of $14,350, and was occupied immediately. The grounds around this building need considerable grading, and the road leading up to it to be put in a much better state of repair. Some grading has been done, but very much more is necessary. The basement should be relieved of the *débris* with which it abounds, and cemented. The school is a credit to the place, and marks a new era in the educational affairs of that part of our town. I would recommend an appropriation for the above-mentioned grading and improvement.

## ABBOTT VILLAGE.

These buildings, designed to accommodate the primary and intermediate pupils of this part of the town, are no longer sufficient for this purpose. This, in connection with the overcrowded condition of the schools in the Centre, referred to above, suggest a double reason, a twofold necessity, for increased school facilities in this place, and a four-room school-house, in which all the grades may be taught if necessary, is the requirement. I would therefore recommend a special appropriation for this purpose.

## FRYE VILLAGE.

The Frye Village school-house is in good repair in the main, but would be greatly improved if thoroughly repainted.

## WEST CENTRE SCHOOL.

For the last two years it has been found necessary to employ an assistant at this school. It was thought at first that this might be only a temporary arrangement, and so no permanent room has been provided. The first year an attempt was made to utilize a small room over the entry-way. But the poor light and worse ventilation made one year's trial sufficient. This year a room has been secured in a private

house, with the understanding that some other provision should be made as soon as possible. The Committee, therefore, would recommend that, since an assistant seems to be a permanent necessity, the sum of $800 be appropriated for the purpose of enlarging the present school-house, so that it may be sufficient for the present needs.

## BAILEY, ABBOTT, AND HOLT,

These buildings are generally in good condition.

## OSGOOD.

The walls of this school have been recently kalsomined, and a new roof is a pressing necessity. The building and premises present their usual neat and attractive appearance.

## NORTH.

The North school-house is in fair condition, though but a little increase in school population will make it necessary to increase the school room. We would call the attention of the police to the Sunday marauders from the city, who frequently break into this building, sometimes through the doors, sometimes through the windows.

## SCOTLAND.

This school is now in most excellent repair. A new floor has been laid, which, with some other improvements, adds much to the appearance and convenience of the building.

## TOWN WATER.

Ballard Vale is the only school which is supplied with the town water. I hope that all the school buildings may be similarly supplied, where practicable, and the Committee would especially urge that it be put into the South Centre building at an early date.

## VENTILATION.

As has been intimated above there is a grave defect in the ventilation of several of our school buildings, noticeably the Central Grammar and the South Centre. It is quite unnecessary here to discuss the advisability of good ventilation. That has long ago passed out of the realm of intelligent discussion. Everybody, now, admits the necessity, the law requires it, and where we have not got it now we ought to have it. By neglecting this manifest duty, I cannot better depict the evils to which the children are submitted than to quote from a lecture delivered before the teachers of the public schools, by Prof. F. W. Draper. He said:

"The ordinary conditions of the unrenewed air of a school-room are quite enough to astonish us, if we stop a moment to think of them. For there are not only the inevitably vitiating effects produced by respiration and constant activity of the skin in persons who are healthy and cleanly, but the additional exhalations proceeding from unclean bodies, from ill-odored mouths, from decaying teeth, from dirty clothing, too frequently accompanying the city school-boy or school-girl to the crowded room which is the scene of their daily tasks.

"The effects of breathing and re-breathing an atmosphere thus charged with harmful matters are not far to seek. Every one of us must have experienced at some time or other the noxious influence of an air thus vitiated. We all remember the unpleasant closeness, the headache, languor, and sometimes nausea, resulting. We are told of the poisonous effects, in the form of fever, coming from the larger doses of this irrespirable air. There is another important thought in this connection. Besides these direct effects of inhaling a foul atmosphere, an indirect and not less significant consequence is recognized. Disease may be powerless in its assault on the perfectly healthy human system, while it may find lodgment in a body which bad air, by lowering the tone and depressing the vital vigor, has made an easy victim of epidemic influence. Many a case of sickness proves fatal on

account of an unperceived prostration of the sufferer's strength by continuous exposure to an atmosphere impure from exhalations from the body; and many children yield easily to contagious disease through the devitalizing effects of breathing an unwholesome schoolroom air."

No more humane legislation in the interest of the children has been placed upon our statute books than the provisions concerning the Proper Ventilation of Public Buildings and School-houses. This provision, Chapter 149 of the Acts of 1888, provides that the air in schoolrooms must be up to a certain degree of purity, and when below this standard the air is bad and unwholesome, and children yield readily to contagious diseases, through the devitalizing effects of breathing it. Now the buildings above complained of do not stand the legal test. We must have a remedy. In the South Centre School, the worst ventilated building of its size in the town, we know how diphtheria and membraneous croup, lurking, as some think, in the stagnating air of the rooms, have repeatedly seized their victims, and the schools at one time were closed in consequence. With good ventilation and careful inspection, contagious diseases can usually be successfully baffled in our schools, and by obeying the statute in this respect we shall be manifestly advancing our best interests. I therefore make an urgent appeal for an appropriation sufficient to properly ventilate our school buildings wherever required, and, relying upon the public intelligence, we believe that in a brief time the school buildings of Andover will, in regard to all that concerns the health and welfare of the school children, stand second to none in the Commonwealth.

## SANITATION.

I deem it proper here to say a word in relation to contagious diseases. To prevent the spread of these is no easy matter. An arrangement is made whereby the Board of Health sends to the office of the Superintendent a list of all the cases reported by the physicians. These are at once sent to the principals of buildings, giving name, residence,

and disease. This works very well, with this exception, the notice sometimes reaches the school too late to be of any use. The Board of Health does not always receive the record promptly from the physician. If the schools can be informed without delay, protection from infectious diseases will be largely insured.

## TEACHERS.

The following are some of the changes that occurred among the teachers during the past year:

In September, 1889, Mr. H. A. Halstead began his duties as principal of the Central Grammar School. In the following March he was elected Superintendent of Schools for the town of Andover, still, however, retaining the principalship of the Central Grammar School, but granted a special assistant to enable him to give the necessary supervision. This assistant, Miss Annie A. Robinson, is also the special teacher in drawing.

In June, 1890, Miss E. E. Barry resigned her position in the Central Grammar School.

At this time the following changes were made: Miss Emma L. Ward of Frye Village Intermediate was promoted to the principalship of the school in the place of Miss Jennie H. Greaves, resigned. And Miss Mabel Smith was appointed teacher of the Intermediate department.

Miss Caroline Walker, of Clinton, Mass., was appointed to the vacancy in the Bailey School occasioned by the resignation of Miss Swazey; and Miss May Hardy to the West Centre, to the position of Miss Beard, resigned.

Miss Annie O. S. Clemons was returned to the Ballard Vale Primary, and Miss Mary J. Jones of the latter school was transferred to the South Centre Primary.

Miss Jennie S. Abbott was appointed to the South Centre Primary, and Miss Agnes C. Morrison was advanced to the vacancy caused by the resignation of Miss Harnden of the last mentioned school.

Miss Edith McLawlin of the third Intermediate, South Centre, succeeded Miss Flint, resigned, of the second Intermediate, and Miss Bertha Smith, of Melrose, was appointed to fill Miss McLawlin's place in the third Intermediate.

Miss Chase was transferred to the Central Grammar School, and Miss McLawlin succeeded her in the principalship of the South Centre.

In November, 1890, Miss Gould, of Abbott Viliage Intermediate, resigned her position, and Miss Martha Manning of the Holt School was transferred to fill her place. Miss Carrie A. Hayward was appointed teacher for the Holt School.

Miss Nellie L. Buck of Ballard Vale Intermediate also resigned at this time, and Miss E. R. Carty of Jamaica Plain was appointed to fill the vacancy.

The deep interest on the part of the teachers as a body continues. This is clearly evinced by the efforts of a large number to improve their professional attainments. They are reading the literature of the profession, and are faithful in their work in the teachers' meetings and in their attendance upon Institutes. At the two institutes lately held in our county, every teacher was present at the first one, and all but one at the second, she being prevented by sickness. This was the best record of any of the towns participating in these Institutes. All this is highly commendable, and will certainly stand to the credit of the teachers of Andover, and will enable them to perform with acceptance the additional duties devolving upon them incident to the advanced and extended course of study. I would also say that their readiness and willingness to co-operate with the Superintendent in all efforts for the advancement of the schools is deserving of commendation. No one hesitates, much less refuses, to join efforts with him for the general good.

## RAINY-DAY SIGNALS FOR CLOSING THE SCHOOLS.

Through the courtesy of the Fire Department, the use of the fire-alarm bell has been accorded to the schools for a

signal of no session, or of closing, on stormy days. Five strokes of the bell on a stormy morning, at half-past eight o'clock, signifies that there will be no school in the morning. If the storm prevails, the same number of strokes at one o'clock indicates no school in the afternoon. The signal for one session is five strokes of the bell at 11.40 A.M. By this means we have approached uniformity in closing the schools on rainy days, and it has been found that less time is lost than under the old system. However, as the one having this matter in charge is as liable as any one to make mistakes in his forecasts of New England weather, it is suggested that the parents use their own discretion in keeping their children at home in bad weather, as they would in case of sickness.

The thanks of the Committee and parents are due to the Fire Department for their kindness in giving the signals.

## FLAGS ON THE SCHOOLS.

During the past year all the schools have unfurled the stars and stripes to the breeze, the flag-poles on the several buildings being the gift of the Town. It is out of patriotic regard for the children that we place before them the flag of our great republic. I think we are right in believing that the symbol of all that is noblest and best in human institutions and government will inspire them, though perhaps unconsciously, with generous sentiment and lofty patriotism, thus assuring us that "government of the people, by the people, and for the people shall not perish from this earth." Indeed, the common schools of the country shall continue to be the bulwark of her liberty.

I would suggest that the flags also be made an object lesson in history by being raised on the following days, and that the attention of the children be always called to the events commemorated. Of course the flags may be raised, at the option of the teachers, on other days than those specified on the next page.

| | |
|---|---|
| Battle of Antietam, | Sept. 17, 1862. |
| Columbus landed at San Salvador, | Oct. 12, 1492. |
| Battle of Saratoga, | Oct. 17, 1777. |
| Battle of Cedar Creek, | Oct. 19, 1864. |
| National and State Elections. | Nov. |
| Thanksgiving Day, | Nov. |
| New York evacuated by British, | Nov. 25, 1783. |
| Battle of Trenton, | Dec. 26, 1776. |
| Emancipation proclamation, | Jan. 1, 1863. |
| Battle of Princeton, | Jan. 3, 1777. |
| Battle of New Orleans, | Jan. 8, 1815. |
| Lincoln's Birthday, | Feb. 12, 1809. |
| Washington's Birthday, | Feb. 22, 1732. |
| Monitor defeated Merrimac, | March 9, 1862. |
| Surrender of Lee, | April 9, 1865. |
| Battle of Lexington, | April 19, 1775. |
| Washington took Office, | April 30, 1789. |
| Memorial Day, | May 30. |
| Flag of Stars and Stripes adopted by Congress, | Jnne 14, 1777. |
| Battle of Bunker Hill, | June 17, 1775. |
| Battle of Gettysburg, | July 1–3, 1863. |
| Independence Day, | July 4, 1776. |

## TRAINING SCHOOL FOR TEACHERS.

A training school for teachers is one of our needs at this time. Many of the progressive towns of our Commonwealth have established these schools for the professional training of teachers, and they are becoming not only an important, but almost an indispensable adjunct of the common school system. Teaching is now a profession, and professional training is a neccssity if one would teach. We must not only know what to teach, but how to teach it. I think it is Col. Parker who refers to the art of teaching as the greatest art in all the world. The present age is one that is demanding upon every hand the specialist and the expert. Men are everywhere insisting that where work is to be done it shall be

done by those who have devoted time and talent to learning how to do it. The age, therefore, of the amateur has gone, and the age of the professional has come, in teaching, no less than in other callings. Special training for the work we must have. With a training school in our midst, the graduates of Punchard could take the year's course in this school, and be professionally prepared for teaching as well as by some more expensive or more tedious course. I would recommend to the Committee that such a school be established at an early date.

## PHYSICAL CULTURE.

Physical training is now one of the recognized subjects in our course of study, and the work is fairly under way. The importance and advantage of physical exercise in our schools are admitted by all. The feeling seems general that a systematic and thorough course of gymnastic exercises should be introduced into every school, and made a part of the daily exercises in every grade. I have no doubt that when this is done the health and mental vigor of the teachers and pupils will be decidedly improved. The time given to the work will be fully compensated for intellectually in the better health and clearer mental perceptions and endurance of the pupils.

The Ling or Swedish system of physical culture has been adopted by the Committee as being the best attainable, and our teachers are receiving normal iustruction weekly from a special teacher of the Boston Normal School of Gymnastics, in order that they may be fitted accurately and properly to instruct the scholars therein. I am glad that Andover has so early adopted this system of physical training, which is destined soon to supersede all others, and to be the only system of calisthenics recognized in the schools.

## ELEMENTARY SCIENCE.

Our School Committee, in line with the progressive spirit of the times, are among the first in introducing the natural

science studies into the public schools. It has been proved that a knowledge of botany, mineralogy, and zoölogy can be successfully taught in the elementary school. One or two recitations weekly will not seriously interfere with the regular studies of the course, and will more than compensate for the time taken, by quickening the perceptions and cultivating the scientific habit of thinking and working. One of the objects of this system, as has been well said, "is to give pupils who are walking through the ordinary course of study by faith some opportunity to walk by sight, to give them some opportunity to get information at first-hand, while they are compelled to get so much at second-hand."

In our schools these studies are creating great interest, and are very popular with both teachers and pupils. The excellent manual of instruction prepared for the use of the teachers, in accordance with the methods of the "new education," following out the inductive plan, and leading the pupils to see and think and decide for themselves, must be productive of great and permanent good. The perceptive faculties, originality, and the ability to accurately describe and logically determine are thus early developed; and we see illustrated even in young children that "Knowledge is the generation of power."

## READING.

Reading is getting and giving ideas from the printed or written page. To read well is an art, and to teach it well is a fine art. How shall we teach it? How shall we present it? These are important questions, and call for serious answers. Of the routine work of the school this must always be inseparable, yet it must never be stifled and lifeless, but always fresh, always vigorous. It is a work to do aside, and far above the mere filling of the half-hour assigned to it in the programme. Dr. McAllister says: "It is the most humanizing study. More can be got out of it that tends to cultivate the minds of the pupils than any other in the course. It has a moral

power, a refining power, and an elevating influence that can be found nowhere else. If the teachers and scholars succeed in placing this subject where it belongs, and where it can exert its full educational influence, they will have taken a long step in the right direction."

This is an estimate of the importance and value of reading by one most eminently fitted to judge. Yet all experience and observation shows us that reading is often one of the most neglected and poorest taught subjects in the course. This, at least, in some of the grades is true. The reason is not far to find, and is chiefly this, that reading has not, until lately, had any part or lot in the recognitions and honors of the school. So, of course, many of the teachers pass it by as of little or no account. I am happy to say that this has at last been changed, though it has required somewhat of a severe struggle. No one, until he can read easily and well, will enjoy reading or be profited by it. What is done through struggle and sorrow is not likely to be repeated often or enjoyed much. This would seem clearly to indicate that the first great concern of the teacher should be to teach and train the pupil to read intelligently and well. By this I mean he shall see, feel, and readily express the thought of the printed or written page.

It gives me great satisfaction to be able to say that a large and constantly increasing number of the teachers see and appreciate this, and are making commendable progress in this direction. A growing interest is manifested in nearly all the schools, and better methods are in use, and better results, of course, are being obtained. What was the dullest and most dreaded exercise of the school is now among the liveliest and most enjoyable.

In the early part of the year we prepared a manual or guide for the use of the teachers, which I believe has materially aided in bringing about this state of improved reading in our schools. The better methods in teaching the other subjects has awakened a desire, not only for information, but for research as well. This has shown the public

the importance as well as the convenience and necessity of intelligent reading. Under these influences, I trust it will not be long before reading, as an art, as a culturing and informing exercise, will take the commanding place in the course of study, and in the instruction of the school, that of right belongs to it. We must keep constantly in mind that the habit of tone and expression is formed in the first two years of the school life, and, therefore, see to it that we have teachers in the primary grade at least that are trained for the work, so that in reading, as in the other studies, the child may receive the proper start and trend at the outset of his educational career.

## MUSIC.

Much interest has been aroused, and considerable progress noted in music during the last several months. The teachers are impressing it upon the scholars that as music is one of the prescribed studies of the course careful attention and study must be given to it. They cheerfully co-operate with the special teacher, who has shown himself most faithful in his efforts to bring up and advance this department of our course. We are much pleased with the proficiency of some of the primary classes in music, and as time goes on, and primary classes advance, we hope to see excellence in musical attainments a prominent feature of our public schools.

## DRAWING.

Report prepared by Miss Annie A. Robinson, teacher of drawing in the public schools.

It was the plan in introducing drawing into the public schools to have each grade doing its own work at the end of the year. We have now nearly reached that time, and find the work has been successfully carried on and the desired end nearly reached, owing to the energetic work of the teachers. I wish to thank them for their hearty co-operation in this work. In visiting the schools from week to week I

have found my directions faithfully carried out, and an attentive and interested class ready for a new lesson. From the first the children have manifested much interest in the drawing, hence we have good results.

## CONCLUSION.*

In presenting this Report I would say that in comparing the past with the present we have much to encourage us. The well recognized interest and activity of the Committee in the progress of education gives good promise for the future. The teachers, almost without exception, are unflagging in their labors for the advancement of the schools. I again express my thanks to all the teachers for their hearty co-operation with me in all my efforts. For its confidence and support I desire to express to the Board my sincere appreciation.

Respectfully submitted,

H. A. HALSTEAD,

*Superintendent of Public Schools.*

*Attention is called to the new Rules of the Committee, published herewith : and also to the outline for teaching Botany, and to the Revised Course of Study.

# LIST OF TEACHERS.

## CENTRAL GRAMMAR.

Annie A. Robinson, Clara A. Putnam, Susie M. Wilbur,
Anna E. Chase.

## SOUTH CENTRE.

Edith McLawlin, Bertha Smith, A. A. Richardson,
Jennie S. Abbott, Mary J. Jones.

## BALLARD VALE.

Florence Ayer, E. S. Carty, Mary F. Brown,
Annie O. S. Clemmons.

## SCOTLAND.

Lillian Cole.

## HOLT.

Carrie A. Hayward.

## FRYE VILLAGE.

Emma L. Ward, Mabel Smith, Helen W. Battles.

## ABBOTT VILLAGE.

Fanny W. Meldrum, Margaret C. Donovan, Martha Manning.

## WEST CENTRE.

Hannah R. Bailey, May Hardy.

## OSGOOD.

Mary E. Manning.

## BAILEY.

Caroline Walker.

## ABBOTT.

Olive J. Lovejoy.

## NORTH.

Jennie Birnie.

## DRAWING TEACHER.

Annie A. Robinson.

## MUSIC TEACHER.

Edward Butterworth.

## TABLE OF

| SCHOOLS. | Whole number Enrolled. | Average Membership. | Average daily Attendance. |
|---|---|---|---|
| Central Grammar. | 166 | 144.33 | 135.7 |
| South Centre. | 292 | 263.6 | 238.31 |
| Ballard Vale, | 177 | 144.4 | 133 6 |
| Holt. | 22 | 14.5 | 13.24 |
| Scotland. | 19 | 18 | 16 |
| Frye Village. | 104 | 90.4 | 86.7 |
| Abbott. | 117 | 109.8 | 101.83 |
| West Centre, | 53 | 46 | 42 |
| Osgood, | 25 | 19.76 | 18.14 |
| Bailey. | 14 | 13 | 11.7 |
| Abbott, | 30 | 19.33 | 18.03 |
| North. | 14 | 11.5 | 10.03 |
| | 1033 | 894.62 | 825.34 |

# GENERAL STATISTICS.

| Percentage of Attendance. | No. over 15 years of age. | No. between 8 and 14 years. | No. under 5 years. | No. neither Absent nor Tardy. | | |
|---|---|---|---|---|---|---|
| | | | | 1st Term. | 2d Term. | 3d Term. |
| 93,5 | 18 | 106 | 0 | 28 | 15 | 21 |
| 90.4 | 0 | 175 | 0 | 16 | 10 | 30 |
| 92.5 | 4 | 83 | 0 | 22 | 20 | 28 |
| 91. | 0 | 12 | 0 | 3 | 2 | 4 |
| 88.8 | 1 | 14 | 0 | 8 | 4 | 10 |
| 95.9 | 0 | 60 | 0 | 40 | 31 | 42 |
| 92.7 | 1 | 72 | 0 | 20 | 13 | 15 |
| 91.3 | 1 | 28 | 0 | 14 | 4 | 13 |
| 91.5 | 0 | 19 | 0 | 4 | 0 | 0 |
| 90. | 0 | 7 | 0 | 3 | 0 | 0 |
| 93. | 1 | 19 | 1 | 4 | 1 | 5 |
| 87.2 | 0 | 6 | 1 | 3 | 0 | 3 |
| 91.7 | 26 | 601 | 2 | 165 | 100 | 171 |

# RULES OF THE SCHOOL COMMITTEE.

OF THE

# TOWN OF ANDOVER.

## CHAPTER I.

### ORGANIZATION OF THE BOARD.

SECTION 1.—The meeting for organization shall be held on the Monday following the annual town election in March, at 7.30 o'clock, P.M. The Committee shall be called to order by the senior member present, who shall preside until a chairman is elected.

SECTION 2.—The officers of this Board shall be a chairman, chosen by ballot, and a secretary. There shall be appointed by the chairman, subject to the approval of the Board, the following committees, consisting of three members each; three District Committees, an Advisory and Auditing Committee, a Committe on Teachers, Janitors, and Music, and a Committee on Text-books, Supplies, and School-house Supplies.

SECTION 3.—Regular meetings of the Board shall be held on the Tuesday before the first Monday of each month, at 7.30 o'clock, P.M.

SECTION 4.—The order of business at a regular meeting of the Board shall be: 1. Reading of the minutes; 2. Report of Superintendent; 3. Reports of visits; 4. Reports of Committees; 5. Consideration and approval of bills; 6. Unfinished business; 7. New business.

## CHAPTER II.

### DUTIES OF OFFICERS.

SECTION 5.—It shall be the duty of the chairman to preside at meetings, to call special meetings whenever he shall deem it expedient, or at the written request of any two members of the Board, and to appoint all committees whose appointment is not otherwise directed by the Board.

SECTION 6.—For purposes of supervision and visitation the schools of the town shall be divided into three districts, as follows: viz., First District, including the Central Grammar, South Centre (intermediate and primary), and Abbott Village; Second District, including Ballard Vale, Holt, and Scotland; Third District, including West Centre, Frye, Osgood, Bailey, Abbott, and North.

SECTION 7.—The District Committees shall advise and assist the Superintendent and teachers in all matters relating to discipline, management, and instruction in the schools under their charge. Members are also expected to visit, so far as they have opportunity, schools in other districts than their own. The District Committees shall have power to make incidental repairs not costing over five dollars in any one case without a special vote of the Board. They may delegate to the Superintendent such duties in regard to school-house repairs as they deem advisable.

SECTION 8.—It shall be the duty of the Advisory and Auditing Committee to advise and assist the Superintendent in all matters relating to the school not otherwise provided for; to examine all bills, and report the same to the Board for final action; to audit and examine all pay-rolls, and to prepare annually a careful estimate of the expenses of the schools, and report the same to the Board to be laid before the Selectmen, previous to the annnal town meeting. All propositions to amend the rules and regulations shall be referred to this Committee, and no action shall be taken in such cases until they have been reported upon by this Committee. It shall also be the duty of this Committee to devise plans for correcting any evils of a sanitary nature that may be shown to exist on any school premises, and superintend the execution of those plans after they have been adopted by the Board.

SECTION 9.—It shall be the duty of the Committee on Teachers, Janitors, and Music to consider and report upon all propositions to fix or alter the amount of salary before action is taken by the Board; to examine all applicants for the position of teacher in the public schools of the town, and, to those found qualified, issue certificates of proficiency, as per Public Statutes, Chap. xx., Sec. 28; to nominate all teachers and janitors, and to make rules for the government of janitors in the performance of their duties, and to exercise a general supervision over the subject of music.

SECTION 10.—It shall be the duty of the Committee on Text-books, Supplies, and School-house Supplies to consider all propositions for changing text-books, or the course of study, or for introducing new text-books, and report upon the same to the Board. No change shall be made in the books used in the public schools, and no new books shall be introduced except by a vote of two-thirds of the whole Board, notice of such intended change having been given at a previous meeting. This Committee shall have authority to furnish all supplies used by the school department, but shall not exceed the appropriations for such purposes unless authorized to do so by the Board. This Committee may also expend at their discretion the income of the Proprietors' Fund and the Richardson (Frye Village) Fund. But the income of these funds shall not be expended for such books and materials as the Town is obliged to furnish by the terms of the Free Text-book Law. The Text-book Committee shall have general supervision of the subjects of drawing and penmanship.

SECTION 11.—The Secretary shall keep a record of the proceedings of the Board in full, and of the names of all the members present at each meeting. He shall give to each member of the Board a written or printed notice of all meetings.

SECTION 12.—He shall receive all formal applications for positions under the Board, refer each applicant to the Committee having the right of nomination to the position applied for, or to the Board if there be no such Committee. He shall take special pains to inform himself as to the qualifications of all applicants, and report the results of his inquiries to the Board, if so desired.

SECTION 13.—He shall cause the annual census of children to be taken, as required by law, and keep a record of the same in a suitable book.

SECTION 14.—It shall be the duty of the Secretary to conduct all necessary correspondence for the Board, to determine the form of all record books and blanks which he shall think necessary or convenient, and to perform all other duties that appropriately belong to the office of Secretary, the performance of which is not otherwise provided for.

SECTION 15.—It shall be part of the duty of Superintendent of Schools to act as Secretary of this Board, except when otherwise ordered.

## CHAPTER III.

### DUTIES OF THE SUPERINTENDENT.

SECTION 16.—The Superintendent shall exercise a general care over all the schools and school-houses, and the premises and property connected therewith. He shall carefully note the condition of schools, and see that all the laws of the Board are obeyed.

SECTION 17.—He shall hold teachers' meetings at least one in each month, and he may for this purpose dismiss the schools one half-day in each month. He may close the schools in inclement weather at his discretion.

SECTION 18.—He shall fill vacancies temporarily in the position of teacher, and report his action in such cases to the next meeting of the Board. He shall have power to suspend disobedient pupils, but shall report such cases to the first subsequent meeting of the Board; but no pupil shall be expelled from the school except by vote of the Board.

SECTION 19.—He shall carefully observe the work of all the teachers, consult and advise with them, and promptly report to the Board any teacher incompetent to discharge the duties of the position in a proper manner.

SECTION 20.—He shall superintend and approve all orders of exercises, and keep a scheme of the orders of exercises of all the public schools in the town. He shall visit the schools constantly and systematically, point-

ing out defects, and suggesting remedies. He shall keep daily office hours, to be approved by the Board. He shall have charge of and dispense all supplies as called for by teachers, and shall file all requisitions. He shall keep a full and accurate account of all receipts and disbursements, and prepare a monthly statement of the same, and of the amount of the various appropriations, expended and unexpended, for inspection of any member of the Committee at any time. He shall at all times have copies of all the books used in the public schools on hand at the rooms of the Committee. As often, at least, as once a year the Superintendent shall call the attention of the teachers to those provisions of the Public Statutes that relate to the Public School System, and he shall see to it that those provisions are faithfully carried out so far as they can be made to apply to the schools of this town. He shall make a report to the Board at the regular monthly meeting of his work and of the condition of the schools visited by him during the previous month ; and shall make a written report of his work, with such suggestions and recommendations as he sees fit at the close of each year. He shall also perform all other duties that belong to the office of Superintendent, the performance of which is not otherwise provided for.

## CHAPTER IV.

### DUTIES OF TEACHERS.

SECTION 21.—It shall be the duty of all the teachers, in conformity with the laws of this Commonwealth, "to exert their best endeavors to impress on the minds of the children and youth committed to their care and instructions the principles of piety and justice, and a sacred regard for truth, love of their country, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance ; and those other virtues which are the ornament of human society, and the basis on which a republican constitution is founded."

SECTION 22.—Teachers are required to be in attendance, and each school-building shall be opened for admission of pupils at least ten minutes before the hour appointed for opening school.

SECTION 23.—Each school shall be daily opened by reading a portion of the Bible, without note or comment, and the use of the Lord's prayer.

SECTION 24.—The grammar and intermediate schools shall be in session at least five hours a day. In the primary schools pupils may be dismissed before the regular hour for closing, at the discretion of the Superintendent.

SECTION 25.—During the morning session there shall be one recess, not to exceed twenty minutes in length, in all grades, and no recess during the afternoon session in the intermediate and grammar grades. The

Superintendent may arrange for additional recesses in the primary grades at his discretion.

SECTION 26.—Teachers may take one day in each term for the purpose of visiting other schools, upon consultation with the Superintendent.

SECTION 27.—Teachers desiring temporary release from schools shall apply to the Superintendent or some member of the District Committee, and no substitute shall be appointed without the consent of the Superintendent.

SECTION 28.—Teachers shall not permit scholars, during school hours, to answer the calls of any person at the door, except of parents or guardians, or by an order from them.

SECTION 29.—In all cases of absence or tardiness scholars shall furnish their teachers with a satisfactory excuse from their parents or guardians.

SECTION 30.—When a pupil is known, or for good reasons suspected, to be playing truant it shall be the duty of the teacher to immediately inform the truant officer, whose duty it shall be to bring the delinquent to the school, and report the case to the parents.

SECTION 31.—The discipline of the school shall be, so far as possible, of a parental character. Corporal punishment shall be resorted to only in cases of extreme necessity, and when other means have failed. All cases of corporal punishment shall be reported to the Superintendent, with a description of the offense and extent of the punishment. By corporal punishment in this section is meant any means of inflicting physical pain.

SECTION 32.—A disorderly or disobedient pupil may be dismissed from school for the remainder of the day by any teacher. But all such cases must be acted upon by the Superintendent or District Committee, and all suspensions must proceed from him or from the School Committee.

SECTION 33.—Any pupil suspended, on giving satisfactory evidence of amendment, may be restored by the Committee or Superintendent.

SECTION 34.—When the conduct, example, or general influence of a scholar becomes very injurious, and his reformation appears hopeless, and he manifests a determined disregard of the rules and good order of the school, he may be expelled by a vote of the School Board. Any pupil expelled may be re-admitted on probation, and on ample proof of reformation may be restored; but only by a vote of the School Board.

SECTION 35.—All the teachers are required to take daily care that the school-houses, the furniture and apparatus in the same, as well as the outbuildings, fences, and all the property belonging to the school estates be not unnecessarily defaced, or in any manner injured by the pupils; and they shall be held responsible for any want of neatness or cleanliness about the school-houses and premises generally, and the outhouses in

particular. In case any injury is done to the school-buildings, fences, or other school property, either by pupils or others, it shall be the duty of the School Board to procure redress.

SECTION 36.—Teachers shall also give careful attention to the ventilation and temperature of their rooms, avoiding extremes of heat and cold securing change of air regularly at recesses and at the close of sessions, and shall carefully avoid allowing a current of air upon the pupils engaged in study or recitation.

SECTION 36.—Teachers shall not dismiss scholars from school till its close (except as elsewhere provided) without a special request from their parents or guardians, except in cases of evident necessity, of which the teacher shall be the judge. Nor shall they close their schools before the regular time, except in cases of sickness or with the consent of the Superintendent or District Committee.

SECTION 38.—Teachers may detain pupils in the afternoon only, not exceeding thirty minutes after the usual hour for dismission, either for the purpose of discipline or to make up imperfect lessons.

SECTION 38.—No teacher or janitor shall be allowed to procure supplies of any kind for the use of school or school-buildings without an order from the Committee on Supplies or from the Superintendent.

SECTION 40.—Each teacher shall keep the register required by law, and at the close of the term shall place it, correctly filled out, in the hands of the Superintendent. Teachers shall also keep up to date at the end of each school year a correct account of books and supplies furnished them during the year, with disposition of the same, and amount on hand at the end of the year, and they shall place the books provided for this purpose in the hands of the Superintendent, with an estimate of the books and supplies needed for the opening of the next school year. They shall also fill out in due form all the blanks adopted by the Committee or by the Superintendent relating to any feature of their work.

## CHAPTER V.

### EXAMINATIONS AND PROMOTIONS.

SECTION 41.—Written examinations shall be held in all schools of the grammar grade as often, at least, as once a term, the questions to be prepared by the Superintendent, and at any other time at the discretion of the Superintendent. No teacher shall give an examination without the consent of the Superintendent. In connection with all written examinations, the papers, after having been marked, shall be returned to the pupils, and special pains shall be taken by the teacher to point out at some subsequent recitation the mistakes made by the several pupils in answering the questions.

SECTION 42.—The regular promotion of pupils shall be made at the beginning of the school year, but special promotions may be made at any time whenever the Superintendent may deem it advisable. Any pupil absent without proper reason from any regular examination of his class shall forfeit his standing in the class.

SECTION 43.—Pupils who fall behind in their classes, by reason of absence, indolence, inattention, or inability, may be placed in a lower class at the discretion of their teachers, acting in concurrence with the Superintendent of Schools, the parents of such pupils having been previously informed by the teacher, or by the Superintendent, of the liability of such removal.

SECTION 44.—Written examinations shall be given under the direction of the Superintendent in the highest grade of the grammar school (and to such pupils in the mixed schools as have taken the work of this grade) at the close of each term on the following five subjects, each of which shall be rated as of equal value; grammar, composition and spelling, arithmetic and book-keeping, geography, history, and physiology. Marks shall be assigned by the teachers on the daily recitations, and in computing the rank for the year one-half of the marks shall be assigned upon the daily recitations, one-fourth upon the final examination, and one-eighth upon each of the two preceding examinations. The questions for the examinations provided for in this section shall be prepared by the Superintendent acting in convention with all the teachers having pupils in this grade, the questions finally decided upon by this convention to be approved by the Trustees or Principal of the Punchard Free School before being given to the pupils. The examination papers shall be marked by the teachers who have pupils taking part in the examination (subject to the revision of the Trustees or Principal of the Punchard Free School), and all the papers in the same study shall be marked by the same study.

The Superintendent shall take special pains to secure uniformity of matter and methods in the teaching of the ninth grade pupils, and for this purpose shall hold frequent conferences with the teachers of this grade in meeitngs to be held as often as he deems necessary.

SECTION 45.—Diplomas of graduation shall be given at the close of the school year to those pupils whose marks computed as above upon the whole years work average sixty-five per cent or more for the subjects above named, and do not fall below forty per cent in any of those subjects.

SECTION 46.—Examinations shall also be given at the times, and to all scholars in the classes named in the last preceding section on reading and elocution, on drawing and penmanship, and on music; the examinations on the first named subjects to be oral, and the others to be in writing. Any scholar otherwise qualified to receive a diploma, whose average

mark for the year, computed as provided in the last section, amounts to as much as sixty, but to less than sixty-five per cent, shall receive a diploma of graduation if his average marks on the examination provided in this section in any of the three subjects (half the marks being assigned on the last examination) amounts to ninety per cent or more.

SECTION 47.—The Superintendent shall also give an examination near the close of the summer vacation, open to every pupil who has failed to receive a diploma of graduation from the grammar schools solely because his mark on some subject or subjects fell below forty per cent, and if the pupil shall at this examination attain the required mark in all subjects in which he has failed, he shall receive the diploma.

## CHAPTER VI.

### MISCELLANEOUS.

SECTION 48.—The Superintendent, teachers, except such as provided below, janitors, and two truant officers shall be elected in June of each year, and all the salaries for the ensuing year shall be fixed at the same time. In regard to teachers the Board adopts the following provision of the Public Statutes, Chap. 313, Acts of 1886. "The School Committee of any city or town may elect any duly qualified person to serve as teacher in the public schools of such city or town during the pleasure of such Committee, *provided* such person has served as a teacher in the public schools of such city or town for a period of not less than one year."

SECTION 49.—The school year shall begin on the second Monday of September, and shall be divided into three terms.

The Fall Term shall end on the Friday before Christmas, and shall be followed by a vacation of two weeks.

The Winter Term shall begin the Monday after New Years, and shall continue until the Friday before Fast Day, and shall be followed by a vacation of one week.

The Spring Term shall begin the Monday after Fast Day, and shall continue to the end of the school year, as provided in Sec. 50.

SECTION 50.—The course of studies for the public schools shall embrace a period of nine grades or years of 38 weeks each. The first three grades shall represent the primary, the next three the intermediate, and the last three the grammar schools.

SECTION 51.—Thanksgiving Day and the remainder of the week, Washington's birthday, Memorial Day, and every Saturday shall be holidays of the schools.

SECTION 52.—Physical exercise shall be given in each school at least once in each session.

SECTION 53.—All school officers when first elected shall be elected on probation for one term. At the end of one term's service if the trial should prove satisfactory the Board may proceed to an election for the remainder of the school year.

SECTION 54.—All teachers shall inform themselves as to the regulations of the Board, and co-operate in securing their observance.

SECTION 55.—The pay of temporary substitute teachers shall be at the rate of 75 per cent of the pay of the regular teacher.

SECTION 56.—Cushing's Manual is adopted as the authority for the settlement of all questions of order, and of parlimentary usage.

# COURSE OF STUDY.

## PRIMARY DEPARTMENT.

### THIRD GRADE.

(FIRST YEAR.)

READING. — Reading exercises from the black-board. Monroe's Chart, New Franklin Primer and First Reader. Phonic exercises. Teach by the sentence and thought method; use objects, pictures, and sketches upon the board. Lead the children to talk freely about the lesson. Pay particular attention to *tones and inflections*. Teach Phonics.

NUMBER. — Develop the idea of number to 10 by the use of objects. Notation and numeration to 10. Teach the pupils to combine numbers (using objects) in any way that will make the required number. Add, subtract, multiply, and divide to 10. When they have learned the combination, they may make the figures and tables upon the slate. Practise addition in columns. Separate numbers into equal and unequal parts. Teach them the use of and *to use* $+, -, \times, \div, =$. Teach to count to 100. Begin to talk about $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc. Use objects when necessary.

GEOGRAPHY. — Preparation for the study of Geography should be made in this grade by frequent conversational lessons on time, place, direction, and description of familiar things and places.

SPELLING. — Words from the reading lesson to be spelled both by sound and by letter.

WRITING. — Letters and short words to be written on ruled slates from copy on board. Insist on correct position and the proper manner of holding the pen. Make "movement exercises" an especial feature in your instruction.

CLAY MODELLING AND DRAWING. — Prang system with special teacher. Have pupils mould the sphere, cube, cylinder, hemisphere, square prism, and right-angled triangular prism: and draw the circle, square, semicircle, parallelogram, triangle, etc.

MUSIC. — As conducted by special teacher. Also easy songs.

PHYSIOLOGY. — Parts of the body and movement.

Physical Exercises. — Calisthenic or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

Elementary Science. — Botany and Zoölogy. Two talks weekly.

## SECOND GRADE.

(second year.)

Reading. — New Franklin Second Reader. Phonic Exercises and Spelling. Classify words according to similar sounds; cat, hat, rat; man, pan, ran; run, sun, etc. Teach them the names of the punctuation marks as they occur in the Reader. Practise sight-reading from supplementary Reader. Insist on distinct utterance, and on easy and natural expression.

Number. — Review numbers from 1 to 10, and advance to 30. Continue the combination and separation of numbers, using the figures and signs $+$, $-$, $\times$, $\div$, $=$. Separate numbers into equal and unequal parts. Continue the use of the fractional parts $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. Give many examples, as follows: John has 4 apples and James has 3 apples; how many have both? What cost 4 lemons at 5 cents each? Give many exercises in completing the equation; as, $7 - (?) = 5$. Three 2's $=$ (?). $8 - 3 =$ two 2's $+$ (?). Drill the class in rapid slate-work; as $3 + 7$, or $4 + 6$, or two 5's, or 4 plus 3 plus 3. The pupil thinks the answer, and at a signal writes it upon the slate. Exercise the class much in column work. Have the class make original examples. No *careless* work should be allowed. Teach the Roman numerals to M. Teach the Multiplication table to the sixth line. Notation and numeration to 5000.

Geography. — Preparation for the study of Geography should be made in this grade by frequent conversational lessons on time, place, direction, and description of familiar things and places. Local Geography. Map of Andover, its industries, institutions, etc.

Spelling. — Spell by letter and sound words from reading lessons.

Writing. — Writing of short sentences and capital letters on ruled slates from copy on board. Insist on correct position. No careless work should be allowed. Movement exercises to be an especial feature of the lesson.

Clay Modelling and Drawing. — Prang's System. Mould in clay the ovoid, ellipsoid, equilateral triangular prism, cone, square pyramid, and vase form. Let these solids suggest forms to be drawn. (See Drawing, Third Grade.)

Music. — As directed by special teacher. Also easy songs.

PHYSIOLOGY. — Oral instruction. Organs of sense.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELEMENTARY SCIENCE. — Botany and Zoölogy. Two talks weekly.

## FIRST GRADE.

### (THIRD YEAR.)

READING. — Franklin's Advanced Second Reader. Phonic exercises and spelling. Give much attention to vocal expression at every step in the work. Never accept improper utterance of any kind. Practise sight-reading from supplementary Readers.

NUMBER. — Review numbers from 1 to 30, and advance to 100. Find all the weak places, and strengthen them. Continue rapid slate-work. Give many practical examples. Practise rapid column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers continued. Teach notation and numeration to 1,000,000. Have the pupils use the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. Use U. S. money, liquid and dry measure; in applying numbers teach these tables objectively. Also teach the table of time, and use the denominations of inches, feet, yards, etc. Teach Multiplication table to $12 \times 12$. Dictate mental exercises in the four rules. Count, add, and subtract, by twos, threes, fours, etc.

GEOGRAPHY. — Oral instruction in Geography as in First and Second Grades. Also Map of Essex County, and Map of Massachusetts.

SPELLING. — Spell by letters and sound words in reading lessons.

WRITING. — Write on ruled slates from copy on board. Insist on correct position. No careless work should be allowed. Movement exercises to be an especial feature.

DRAWING. — Prang's. As conducted by special teacher.

MUSIC. — As directed by special teacher. Also easy songs.

PHYSIOLOGY. — Oral instruction. Parts of body. Movement. Uses and health of parts.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELEMENTARY SCIENCE. — Botany and Zoölogy. Two lessons weekly.

## INTERMEDIATE DEPARTMENT.

### THIRD GRADE.

(FOURTH YEAR.)

READING. — New Franklin Third and Advanced Third Readers. Phonic exercises and spelling. Never accept improper utterance of any kind. Strive for natural expression. Supplementary reading.

ARITHMETIC. — Bradbury's Eaton's Elementary Arithmetic (Part 2) to Decimals, p. 163.

GEOGRAPHY. — Warren's Primary Geography, pp. 1–42.

SPELLING. — Swinton's Word Book, pp. 1–22.

WRITING. — The Normal Review System. Make movement exercises a specialty.

LANGUAGE. — Writing from pictures. Use of capitals and punctuation. Writing of different kinds of sentences.

DRAWING. — Prang's. As directed by special teacher.

MUSIC. — As directed by special teacher. Also easy songs.

PHYSIOLOGY. Oral instruction: muscles, bones, etc.

PHYSICAL EXERCISE. — Calisthenics or gymnasttic exercises from five to ten minutes each half day. The Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELEMENTARY SCIENCE. — Botany and Zoölogy. Two lessons weekly.

### SECOND GRADE.

(FIFTH YEAR.)

READING. — New Franklin Fourth Reader. Practise sight reading from supplementary Readers,

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, to p. 60. Eaton's Intellectual Arithmetic, to p. 75

GEOGRAPHY. — Warren's Primary Geography, from p. 42 through the book.

SPELLING. — Swinton's Word Book, pp. 23–36.

WRITING. — The Normal Review System. Movement exercises a specialty.

LANGUAGE. — Oral Instruction. Names, and how to write them. The statement. The two parts of a statement. *A*, *an*, and *the*, — when to use *a*, and when *an*. The inquiry. The command. Words that express quality, and words that express action. Easy punctuation. Letter writing: the parts of a letter, such as the heading, the address, the body, the subscription, the superscription, etc. Writing from pictures.

DRAWING. — Prang's. As directed by special teacher.

MUSIC. — As directed by special teacher. Songs, etc.

PHYSIOLOGY. — Oral instruction: The circulation: arteries, veins, etc.

PHYSICAL EXERCISES. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt to much at any one time.

ELEMENTARY SCIENCE. — Botany and Zoölogy. Two lessons weekly.

## FIRST GRADE.

### (SIXTH YEAR.)

READING. — New Franklin Fourth Reader. Practise sight reading from supplementary Readers.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, pp. 60–83 and Review. Eaton's Intellectual Arithmetic, pp. 75–93.

GEOGRAPHY. — First half of the year review Warren's Primary Geography, and last half, Warren's Common School Geography to p. 19.

SPELLING. — Swinton's Speller, pp. 37–64.

WRITING. — The Normal Review System. Movement exercises a specialty.

LANGUAGE. — Mary F. Hyde's Practical Lessons in the Use of English, First Book.

DRAWING. — Prang's. As directed by a special teacher.

PHYSIOLOGY. — Child's Health Primer.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELEMENTARY SCIENCE. — Botany and Zoölogy. Two lessons weekly.

## GRAMMAR DEPARTMENT.

### THIRD GRADE.

(SEVENTH YEAR.)

READING. — New Franklin Fifth Reader. Sight reading from supplementary works. Wayside and Seaside, and Woods' Natural History Reader.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, pp. 83–119. Eaton's Intellectual Arithmetic, from Section V. to p. 109.

GEOGRAPHY. — Warren's New Common School Geography, pp. 19–60. Draw Maps of North America and the United States.

SPELLING. — Swinton's Word Book, pp. 64–90.

WRITING. — The Normal Review System. Movement exercises

LANGUAGE. — Wells's Grammar, from beginning to Syntax.

DRAWING. — Prang's. As directed by a special teacher.

MUSIC. — Staff Intervals. Teach all music on first thirty-four pages of New Third Music Reader.

PHYSIOLOGY. — Palmer's Hygiene for Young People, first ten chapters.

PHYSICAL EXERCISE. — Calisthenic or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELMENTARY SCIENCE. — Botany and Mineralogy. Two lessons weekly.

### SECOND GRADE.

(EIGHTH YEAR.)

READING. — New Franklin Fifth Reader. Part Second. Supplementary reading. Wayside and Seaside, and Woods' Natural History Reader.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, pp. 119–168. Review Common and Decimal Fractions, and United States money. Eaton's Intellectual Arithmetic, pp. 109–139.

GEOGRAPHY. — Warren's New Common School Geography, pp. 60–94.

SPELLING. — Swinton's Word Book, pp. 90–118.

WRITING. — The Normal Review System. Movement exercises, etc.

Elementary Science. — Botany, Mineralogy, and Zoölogy. Two lessons weekly.

Language. — Wells's Shorter Course, pp. 134–167. Review from beginning. Lessons in Composition weekly. Insist upon the use of the dictionary, thus accustoming pupils to consult books of reference.

Drawing. — Prang's. As directed by a special teacher.

Music. — Three-part singing from New Third Music Reader, Book II. The voices to be carefully examined, and permanently arranged for the year.

Physiology. — Palmer's Hygiene for Young People, from Chapter x. to the end, and review.

History. — Grammar School History, first half of book.

Physical Exercise. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

## FIRST GRADE.

### (ninth year.)

Reading. — New Franklin Fifth Reader. Sight reading from supplementary works. Nature Readers, Seaside and Wayside, and Woods' Natural History Reader.

Arithmetic. — Bradbury's Eaton's Practical Arithmetic, pp. 163–254. Eaton's Intellectual Arithmetic completed, from p. 139.

Geography. — Warren's New Common School Geography, pp. 94–115, and Review. Map drawing.

Spelling. — Swinton's Word Book, p. 118 to end. Words from other studies.

Writing. — The Normal Review System. Movement exercises a special feature.

Drawing. — Prang's. As directed by a special teacher.

Language. — Review of Wells's Shorter Course of English Grammar. Special attention to pp. 103–168, Frequent exercises in composition. Insist upon the use of the dictionary, thus accustoming pupils to consult books of reference.

Music. — Three and four part songs from New Fourth Music Reader.

Physiology. — Hutchinson's Laws of Health. One lesson weekly. Use Yaggy's Chart.

History. — Grammar School History, last half of book, and review.

Physical Exercise. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

Book-keeping. — Meservey's Single Entry.

Elementary Science. — Botany, Zoölogy, and Mineralogy. Two lessons weekly.

# COURSE OF OBSERVATION LESSONS

IN

# BOTANY.

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This Course in Botany involves an examination of about ninety plants of our local flora, leading up, in the ninth grade, to a little work in plant analysis (though this is simply incidental, rather than intrinsically important), and requiring before it is completed the use of a good microscope.

The observation work outlined below is to be supplemented by a reading course, consisting of Seaside and Wayside Series, No. 3, Part 1; Normal Course in Reading, Nos. 3 and 4 (such portions as treat of plant life); Reader in Botany by Miss Newell; and Little Flower People by Miss Hale. Keep a record in each grade of:

1. Month and day on which specimen was brought in.
2. Where found — whether in places wet or dry, high (hillsides) or low, rocky or free from rocks; with evergreen trees or others (deciduous); on land or in water. Exact location determined by name of owner of land, or anything else that will be definite enough.

## FIRST YEAR.

### SPRING TERM.

Crowfoot family:

1. Hepatica, old leaves with flowers, new leaves. Growing specimen in school-room.
2. Anemone (Nemorosa).
3. Buttercup.
4. Marsh Marigold.
5. Wild Columbine.

Have specimens of all these growing in the school-room. Before beginning the study of these plants it would be well to show the pupils some typical flower, either wild or cultivated, containing all the parts.

Teach with every specimen in this grade the following parts of the plant, so far as they are found: Root, stem, branch, leaf, flower, sepal, petal, stamen, pistil. Call attention to the color of parts. Count the petals, sepals, etc. Point out family resemblances. The plants for this grade all belong to the same family. It will please the children to know

that plants, as well as people, have families. Press good specimens of each (entire plant), and review occasionally, during the rest of the year, from the pressed specimens. Have the pressed specimens show fruit as well as flower, and let the specimen be large enough to be seen by the entire school at once. If the amount of work assigned for Spring Term is not enough, do some of the work on leaves outlined below for Fall Term.

## FIRST YEAR.

### FALL TERM.

- Leaves
  - Parts
    - Blade
    - Petiole
    - Stipule
  - Framework
    - Veinlets
    - Veins
    - Ribs
    - Midrib
  - Parts of Grass-leaf
    - Blade
    - Sheath
    - Ligule
  - Venation
    - Net-veined
    - Parallel-veined
  - Margin
    - Entire
    - Serrate

Press specimens of leaves, and review from pressed specimens during the winter. Use Miss Youman's First Book in Botany. Consult Little Flower People.

## SECOND YEAR.

### SPRING TERM.

Review, from fresh specimens, the entire work of the first year.

1. Meadow Rue.
2. Common Barberry. Have the children notice the irritability of the stamens and sensitiveness of the flower.
3. May Apple.
4. Pond Lily (Nymphaea Odorata).
5. Pitcher Plant.

Anther, stigma, style, ovary, pollen.

The children will undoubtedly bring in specimens not mentioned, and want to know what they are. Tell them, and encourage them in every way whenever they do extra work of their own accord. Teach nothing without the specimen. Omit, rather. Keep up the work through the rest of the year, as in first grade, from pressed specimens.

## SECOND YEAR.

### FALL TERM.

- Leaves
  - Margin
    - Serrate
      - Coarsely serrate
      - Finely serrate
    - Lobed
    - Entire
  - Base
    - Heart-shaped
    - Kidney-shaped
    - Clasping
  - Apex
    - Acute
    - Obtuse

Use Miss Youman's First Book.

## THIRD YEAR.

### SPRING TERM.

Review the work of the first two years.

1. Lady's Slipper.
2. Blue-eyed Grass.
3. Blue Flag.
4. Three-leaved Nightshade.
5. Solomon's Seal.

- Exogenous plants
  - Stems (bark, wood, pith).
  - Number of parts of flower (fives or fours).
  - Veining of leaves (netted veined).
- Endogenous plants
  - Stems (no division with bark, wood and pith).
  - Number of parts of flower (usually in threes).
  - Veining of leaves (parallel veined).

Flower; review all terms previously learned, add calyx and corolla.

## THIRD YEAR.

### FALL TERM.

- Leaves
  - Petiole
    - Round
    - Roundish
    - Half-round
    - Long
    - Short
    - Limber
    - Stiff
  - Surface
    - Hairy, glabrous
    - Smooth, rough
    - Shiny, dull
  - Color
    - Light green, dark green
    - Upper surface one color, under another
    - Spotted, striped, brownish, reddish
  - Leaf con.
    - Simple
    - Compound

Miss Youman's First Book, p. 46.

Use only such of these terms as are needed in describing the specimens brought in by the pupils. See the specimen first. Have growing specimens of the new plants indicated for your own grade.

## FOURTH YEAR.

### SPRING TERM.

1. Sweet White Violet.
2. Common Blue Violet.
3. Bird Foot Violet.
4. Yellow Violet.
5. Early Saxifrage.
6. Silvery Cinquefoil.
7. Boxberry (Mitchella repens).
8. Skunk Cabbage.
9. Indian Turnip, some with green spathes and some with variegated.

- Flowers
  - Solitary | Peduncle
    - Terminal
    - Axillary
  - Clustered | Peduncle | Pedicel
    - Terminal
    - Axillary
  - Attitude
    - Erect
    - Nodding
    - Pendulous

Scape, corm, spadix, spathe.

Miss Youman's First Book, pp. 76–90.

## FOURTH YEAR.

### FALL TERM.

- Compound Leaves
  - Parts
    - Leaflet
    - Rachis
    - Petiolule
    - Petiole
    - Stipule
  - Kinds
    - Pinnate
      - Abruptly
      - Unequally
      - Twice
      - Thrice
    - Digitate
      - Three-fingered
      - Five-fingered
      - Seven-fingered

Miss Youman's First Book, pp. 49–56.

- Shapes of Leaves
  - Broadest in middle
  - Broadest at base
  - Broadest at apex

## FIFTH YEAR.

### SPRING TERM.

1. Bean (Nature Readers No. 3)
2. Yellow Wood Sorrel
3. Cranesbill
4. Comandra
5. Checkerberry
6. Bluets
7. Sheep's Laurel
8. Common Chickweed
9. Dog's-tooth Violet
10. Common Elder

- Varieties of Inflorescence
  - Head
  - Spike
  - Spadix
  - Cyme
  - Raceme
  - Umbel

- Flower
  - Pistil
    - Stigma
    - Style
    - Ovary | Carpel
  - Stamen
    - Anther
    - Filament
    - Pollen
  - Perianth
    - Corolla | Petal
    - Calyx | Sepal
  - Receptacle

Miss Youman's First Book, pp. 90–106.

## FIFTH YEAR.

### FALL TERM.

- Roots
  - Tap Root
    - Conical
    - Spindle-shaped (fusiform)
    - Turnip-shaped (napiform)
  - Fibrous Roots
  - Underground Stems that might be mistaken for roots
    - Tubers
    - Bulbs
    - Corms
    - Rhizoma

For supplementary reading, Seaside and Wayside, No. 3, Part 1.

Begin here to draw representations of the simpler plants, and continue through the course. Use the material for composition work and spelling lessons.

## SIXTH YEAR.

### SPRING TERM.

1. Pea
2. Painted Cup
3. Avens
4. Arethusa
5. Fringed Polygala
6. Mountain Laurel
7. Mayflower (Arbutus)
8. Strawberry (wild)
9. Blackberry { high / low
10. Raspberry { red / black (thimbleberry)
11. Cranberry
12. Blueberry { high / low
13. Whortleberry
14. Bloodroot

The Seed, Miss Youman's First Book, Chap. VI.

## SIXTH YEAR.

### FALL TERM.

Fringed Gentian (Bryant's poem).

Leaves { Stem leaves / Radical leaves / Arrangement on stem { Alternate / Opposite / Whorled / Sessile / Stipulate / Petiolate / Ex-stipulate

Stem Shapes { Rounded / Compressed / Half-round / Fluted / Acute-angled / Triangular / Square / Five-sided / Four-angled

## SEVENTH YEAR.

### COMPOSITAE.

1. Dandelion
2. Daisy
3. Thistle
4. Marigold
5. Aster
6. Burdock
7. Mayweed
8. Bachelor's Button
9. Bone Set
10. Golden Rod
11. Everlasting
12. Wormwood
13. Tansy
14. Yarrow
15. Feverfew, etc., in their season.
16. Lupine

Begin to require the scientific names of plants in this grade. Miss Youman's Second Book, Chap. VII. Add any new points for which there may be time on any of the parts of the plants not covered by this outline; for example, *shapes* of corolla.

Supplementary Reading: Normal Course in Reading: Fourth Reader.

## EIGHTH YEAR.

- Trees
  - Deciduous
    - Elm
    - Maple (soft, hard)
    - Ash
    - Linden
    - Hickory (shagbark, pignut)
    - Oak, Chestnut, Willow — Flowers imperfect
    - Horse Chestnut
    - Locust
    - Buttonwood, etc., as time permits
  - Evergreen
    - Pine (hard, soft), Spruce — Flowers with open (gymnospermous) pistil
    - Cedar (white, red)
    - Hemlock
    - Larch, etc.

Supplementary Reading: A Reader in Botany, Newell; Little Flower People, Hale, first four chapters.

Teachers in this and preceding grade consult, Outlines of Lessons in Botany, Newell — here especially, Buds and Branches; Miss Youman's Second Book, Chap. XI.; Gray's Manual.

## NINTH YEAR.

- Ferns
  - Polypody
  - Aspidium
  - Asplenium
  - Osmumda
  - Adiantum

Club-mosses, horse-tails, mosses, blights, mildews, fungi enough to open up the subject. Geographical distribution of plants. Uses of plants. Relation of plants to animals. Plant analysis. Ten plants. Read, in this connection, Goodale's Concerning a Few Common Plants.

Supplementary Reading: Little Flower People, Chaps. V. and VI.

Reference books for teachers of this grade: Outlines of Lessons in Botany, Newell; Miss Youman's Second Book; Primer of Botany, Knight; Gray's Manual, and other works; Structural and Systematic Botany, Campbell; Guide to the Recognition of Principal orders of Cryptogams, Sargent.

# PUNCHARD FREE SCHOOL.

## PRINCIPAL'S REPORT.

TO THE TRUSTEES OF PUNCHARD FREE SCHOOL.

Gentlemen: I herewith submit my report for the school year ending June 19, 1890. The improved condition of the school shown by the report is due very largely to the wise management of the Trustees and to the harmony and interest that have prevailed in the school itself.

### TERMS.

FALL TERM, from September 4, 1889, to December 19, 1889.

WINTER TERM, from January 6, 1890, to March 26, 1890.

SPRING TERM, from April 9, 1890, to June 19, 1890.

### SCHOOL STATISTICS.

| | Fall Term. | Winter Term. | Spring Term. |
|---|---|---|---|
| Length of School, in days, | 75 | 57 | 52 |
| Average membership, | 61 | 61 | 60 |
| Average attendance, | 59.4 | 58 | 57 |

| | |
|---|---|
| Length of School Year, | 37 weeks. |
| Number of different pupils attending during the year, | 62 |
| Number of different pupils not enrolled in some other school in town, | 60 |
| Number over 15 years of age, | 38 |
| Number between 8 and 14, | 24 |
| Average membership for the year, | 60.6 |
| Average attendance for the year, | 58 |

## ROLL OF HONOR.

### Pupils who have not been absent or tardy.

#### FALL TERM.

Abbott, Lilla A.
Deane, Hattie L.
Gilbert, Guy
Goldsmith, Clarence
Randall, Maude E.
Saunders, Antoine
Graffam, Winnie. E.
Piddington, Jennie U.
Tucker, Alice L.
Bell, Stewart
Cole, Maud M.
Gay, Florence W.
Goldsmith, Louise S.
Perkins, Anna K.
Roberts, J. P.
Ramsdell, Atherton R.
Abbott, Alice F.
Abbott, Leslie M.
Boutwell, Anna M.
Boutwell, Josie S.
Burtt, Gertrude A.
Burtt, Grace L.
Campbell, Andrew W.
Daley, Jerry J.
Murphy, Timothy
Remington, Aug. J.
Spaulding, Rolland H.
Stott, Ethel
Tough, Alvin E.
Meldrum, Susie Y.
Dove, Percival
Merrill, Perley.

#### WINTER TERM.

Abbott, Lilla A.
Dean, Hattie L.
Gilbert, Guy
Richardson, Elizabeth
Saunders, Antoine
Cole, Maud M.
Goldsmith, Louise S.
Roberts, J. P.
Ramsdell, Atherton R.
Baldwin, Charles
Burtt, Gertrude A.
Holt, Gertrude E.
Lamont, Alex.
Moody, Almon S.
Merrill, Perley
Remington, Aug. J.
Spaulding, Rolland, H.
Stott, Ethel
Young, Ernest L.

#### SPRING TERM.

Abbott, Lilla A.
Dean, Hattie L.
Duval, Effie I.
Farnum, Laura F.
Randall, Maud E.
Richardson, Elizabeth
Saunders, Antoine.
Boutwell, Josie S.
Burtt, Gertrude A.
Burtt, Grace L.
Cumpbell, Andrew W.
Craighead, Ethel
Daley, Jerry J.
Duval, Adele H.

Piddington, Jennie U.
Wells, Anna S.
Bell, Stewart S.
Cutler William B.
Roberts, J. P.
Ramsdell, Atherton R.
Abbott, Alice F.
Baldwin, Chas.
Eames, Chas. H.
Holt, Gertrude E.
Moody, Almon S.
Murphy, Timothy
Merrill, Perley
Remington, Aug. J.
Stott, Ethel
Thayer, Emma
Boutwell, Anna M.

# COURSE OF STUDY.

## GENERAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | French. |
| Chemistry — Qual. Anal. | French. | Botany. |
| Trigonometry. | Science of Government. | English Literature. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

## CLASSICAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Cicero. | Cicero. | Latin. |
| Iliad. | Iliad. | Greek. |
| Review of Mathematics. | French. | French. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | Virgil. |
| Anabasis. | Anabasis. | Anabasis. |
| Greek Prose. | Greek Prose | Review of Mathematics. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Greek Grammar. | Greek Lessons. | Greek Lessons. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | Roman History. |

## ENGLISH COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Chemistry—Qual. Anal. | French. | French. |
| Trigonometry. | Science of Government. | English Literature. |
| Physical Geography. 4 | Rhetoric. 4* | |
| English Authors. 1 | English Authors. 1 | Botany. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |
| History. 4 | History. 4 | History. 4 |
| American Authors. 1 | American Authors. 1 | American Authors. 1 |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Commercial Arithmetic. | Bookkeeping. | Physiology. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

☞ * The figures indicate the number of recitations a week in each study.

During the past year the three courses outlined above have been conducted without omission, so far as there were classes in the school to take them; and the amount of work done has been all that could be expected in most cases — greater than the course of study calls for in some studies, and a trifle smaller in others.

More work can be done regularly, without overstudy on the part of the pupils, in Greek and Latin than is provided for in the course. The work in Book-keeping, in the fourth class, has been strengthened by the introduction of a text-book in Commercial Law and the use of modern methods of arranging accounts. Conversational work in French has been begun, as promised in the last Report, and Drawing has been placed upon the proper basis. The new drawing-room and models have enabled us to do much better work in this branch of study than was possible before. The apparatus of the school has been utilized to a much greater extent than heretofore, the experiment of putting it into the hands of the pupils having been tried with good results, with promise of still better results in the future. This leads to occasional breakage, to be sure; but the amount of this has been very small, and hardly worth considering in view of the advantages already derived.

The class that entered the school seemed very uneven in its preparation. Some schools seem to do much better preparatory work than others. I have observed, for example, that the pupils from one school in particular appear to have very vague and limited mathematical knowledge. This, however, may be due to the lack of natural aptitude for that subject in the pupils from that school. The Superintendent of Schools is informed of the matter, and will give special attention to it.

The new rules of the School Committee provide for graduation from the Grammar Schools with diploma; and it may be well to state here, for the information of the public, that it is designed to admit to Punchard, without further examination, all pupils who hold Grammar School diplomas.

Some care should be used in granting these diplomas, otherwise the first class to enter Punchard under this plan may contain more than the usual number of poorly prepared pupils. It is believed that the rules of the School Committee provide for this matter sufficiently to protect us against this undesirable result.

Since the publication of the last Report two of our graduates have entered upon a collegiate course at Oberlin, and find themselves well prepared for their work.

It is perhaps well to state here that there is no course in our school which, taken in its entirety, as it stands, will prepare boys for the Institute of Technology. It does not follow, however, and is not true, that Punchard cannot prepare pupils for that institution. By taking any of the regular courses for two years, and a special course selected from the regular course the remaining two years, we can give our boys ample preparation for the Institute. And this is a method of procedure very common in High Schools throughout New England.

Although this Report strictly covers only the school year ending in June 1890, I will mention here some things that have been done since the opening of the present school year. I am the more inclined to make mention of these matters, from a knowledge that the Report of the School Committee is brought down to the first of January of the present year. I refer, in the first place, to the generous act of the Trustees in voting to furnish free text-books and supplies. Whatever the merits of the question as an abstract proposition, the fact that books and supplies are furnished everywhere else in the State seemed to make it desirable that we should not remain exceptional in that respect. Another matter worthy of mention is the introduction of Military Drill for the boys, and the Swedish System of Gymnastics for the girls. The L. and S. Society has been revived; rhetorical exercises are held regularly in the hall; a bulletin of important events is placed on tha blackboard every morning; and, on the whole, there is much more intellectual activity than there was a

year ago. We expect that the introduction of Elementary Science teaching into the lower schools will result in giving us pupils who have learned to use their eyes, to consult books of reference, and to use the scientific method of study, and that we shall soon be enabled to do much more advanced work in Punchard, in some directions, than is now possible.

The last graduating class presented about fifty books to the school library, which now numbers more than three hundred volumes. We all feel a sense of personal gratitude to the class for this generous and valuable gift, and recommend their example to their successors. Nor must we forget the citizens of the town, who by their attendance at the fair held by the class made the gift possible.

I wish here, also, to thank the citizens of Andover for their contribution toward the expense of arming the Punchard Cadets, about one hundred and twenty-five dollars of the amount necessary for that purpose having been subscribed by the friends of the school. The rest of the money for arms and equipments, amounting to considerable more than the sum named above, was appropriated by the Trustees.

I desire, in closing this Report, to express my hearty appreciation of the hard, faithful, and efficient work of the assistant teachers, and of their loyal and even patriotic interest in everything that relates to the welfare of Punchard.

I feel, too, that the thanks not only of the teachers, but of all the citizens of Andover, are due to the Trustees for the many improvements that their generous policy has introduced since the last Report was made.

Respectfully submitted,

FRANK O. BALDWIN,

PRINCIPAL.

# ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1888–89.

President, Rev. Frederick Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:

Rev. Frederick Palmer,
Rev. F. W. Greene,
Samuel H. Boutwell.

Prudential Committee:

George Gould,
Horace H. Tyer.

Auditing Committee:

George Gould,
Charles H. Gilbert.

## TEACHERS.

Frank O. Baldwin, Principal.
Miss Mary E. Dern, Assistant.
Miss Mary A. Abbot, Assistant.

# REPORT

OF THE

# PUBLIC SCHOOLS

OF THE

# TOWN OF ANDOVER,

MASS.,

## FOR THE YEAR 1891.

ANDOVER, MASS.
THE ANDOVER PRESS, PRINTERS
1892.



At a regular meeting of the School Board, January 26, it was voted that the following Report of the Superintendent of Schools be accepted as the Report of the School Committee.



## SCHOOL BOARD, 1891.

F. W. Greene, Chairman.

| | |
|---|---|
| F. O. Baldwin, | C. H. Shattuck, |
| Mrs. A. B. Cutler, | James B. Smith, |
| Wm. B. Graves, | J. P. Wakefield, |
| Miss S. E. Jackson, | Mrs. L. A. Wilson. |

H. Allen Halstead, Secretary and Superintendent.

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Regular Meetings of the Board:

The Tuesday before the first Monday of every month, at 7.30 P.M.

---

Truant Officers:

| | |
|---|---|
| Centre, | Barnett Rogers. |
| West Parish, | Michael Welch. |
| Ballard Vale, | Joseph Scott. |

## STANDING COMMITTEES.

Advisory and Auditory Committee:

Jas. B. Smith, F. W. Greene, John P. Wakefield.

Committee on Teachers and Music:

C. H. Shattuck, Mrs. L. A. Wilson, Miss S. E. Jackson.

Committee on Text-books and Supplies:

F. O. Baldwin, Wm. B. Graves, Mrs. A. B. Cutler.

Sub-Committees:

Central Grammar, South Centre, and Abbott Village Schools, Frank O. Baldwin, Miss S. E. Jackson, and J. P. Wakefield.

Ballard Vale, Holt, and Scotland Schools: W. B. Graves, C. H. Shattuck, and Mrs. L. A. Wilson.

West Centre, Frye, Osgood, Bailey, Abbott, and North Schools: F. W. Greene, Jas. B. Smith, and Mrs. A. B. Cutler.

# REPORT.

Office of Superintendent of Public Schools.
ANDOVER, MASS., JANUARY 26, 1892.

Ladies and Gentlemen of the School Board:

I have the honor to present to you the following as my Second Annual Report of the Public Schools of Andover, being the second in the series of Superintendents' Reports of of the town.

The past year has been in some respects a year of transition. We have been proving the efficiency of our enlarged course of study, and adjusting ourselves to the recently changed condition of affairs. Yet, the year has been one of more than usual success, and the outlook is indeed hopeful for the cause of public education in our town.

Our special work in drawing, elementary science, and Swedish gymnastics is no longer tentative, but is positively and conclusively asserting its worth as an educational force not easy to be over-estimated in our Public School system.

In every department of our work we notice better methods and larger results. It would seem, therefore, that we are progressing, and that our schools are growing in efficiency and usefulness.

## SCHOOLS.

| | |
|---|---|
| Number of Grammar Schools, | 6 |
| Number of Intermediate Schools, | 7 |
| Number of Primary Schools, | 8 |
| Number of Union Schools, | 6 |

TEACHERS.

| | Male | Female |
|---|---|---|
| Grammar, | 1 | 6 |
| Intermediate, | 0 | 7 |
| Primary, | 0 | 8 |
| Union Schools, | 0 | 6 |
| Drawing, | 0 | 1 |
| Music, | 1 | 0 |
| Total, | 2 | 28 |

PUPILS.

Whole number of scholars enrolled in all the schools, including Punchard,

| | |
|---|---|
| Centre Schools, | 602 |
| South Schools, | 219 |
| West Schools, | 220 |
| Punchard Free School, | 105 |
| Total, | 1146 |

| | |
|---|---|
| Enrolment for the year 1890, | 1113 |
| Enrolment for the year 1889, | 1092 |
| Enrolment for the year 1888, | 1099 |

| | |
|---|---|
| Average membership (Public Schools), | 883 |
| Average daily attendance, | 773 |
| Percentage of attendance on membership, | 87.5 |

Percentage of attendance:

| | |
|---|---|
| Centre Schools, | 84.3 |
| South Schools, | 88.6 |
| West Schools, | 91.3 |

| | |
|---|---|
| Number of pupils who entered Punchard Free School from Grammar School, | 46 |

## VALUATION.

| | |
|---|---|
| Assessed value of real estate in Andover, | $3,300,255 00 |
| Assessed value of personal estate in Andover, | $1,135,361 00 |
| Total amount of taxable property, | $4,435,616 00 |
| Real estate exempt from taxation, | $780,475 00 |
| Personal estate exempt from taxation, | $1,419,358 00 |
| Total valuation, | $6,635,449 00 |
| Valuation of Public School buildings and sites, | $92,625 00 |
| Amount of property, both in and out of Andover, upon which the citizens of Andover pay tax, | $6,376,182 00 |

## FINANCIAL STATEMENT.

| | | |
|---|---|---|
| Appropriations, March 1891: | | |
| For schools, | $16,000 00 | |
| For school-houses, | 1,200 00 | |
| For text-books and supplies, | 1,000 00 | |
| Appropriation, September 1891: | | |
| For school-houses, | 1,450 00 | |
| Total, | | $19,650 00 |
| Expenditure, to January 4, 1892: | | |
| For schools, | $13,878 04 | |
| For school-houses, | 2,638 50 | |
| For text-books and supplies, | 999 18 | |
| Total expenditure, | | $17,515 72 |
| Balance, | | $2,134 28 |

| | | |
|---|---|---|
| Special Appropriations, March 1891: | | |
| For enlarging the West Centre school-house, | $800 00 | |
| For grading around the Centre schools and the Ballard Vale school, and for cementing the basement of the Ballard Vale school-house, | 1,000 00 | |
| Total, | | $1,800 00 |
| Expenditure: | | |
| For West Centre, | $789 58 | |
| For grading and cementing, | 990 89 | |
| Total expenditure, | | $1780 47 |
| Balance, | | $19 53 |

## ESTIMATES FOR THE COMING YEAR.

| | |
|---|---|
| For schools, | $15,000 00 |
| For school-houses, | 1,500 00 |
| For text-books and supplies, | 1,000 00 |

The reason why the Committee, asked, in the last Report, for a larger appropriation for Schools than has been expended, was owing to the supposition that said appropriation was to pay the teachers up to March 1892, whereas the Town books were closed in January, as will be the custom hereafter, and the teachers' pay for January and February is to come out of the next appropriation. Furthermore, the recent advance in teachers' wages affected only the last four months of the fiscal year, instead of six months, as was anticipated in making the estimate.

It is therefore obvious why there is an unexpended balance, and also equally obvious why the amount we have asked for above should be appropriated.

## SPECIAL APPROPRIATIONS.

The attention of the citizens of Andover is called to the Report of the Auditing Committee as to needed special appropriations, which meets the approval of the Board. They report as follows:

| | |
|---|---|
| For a new school-house at Abbot Village, | $10000 |
| To enlarge the Punchard School building, | 8000 |
| For completing the grading around the Ballard Vale school, | $150 |

## SCHOOL-HOUSES.

The Town now owns twelve buildings, as follows:

| | Number of Class rooms |
|---|---|
| Central Grammar, | 4 |
| South Centre, | 6 |
| Ballard Vale, | 4 |
| Frye Village, | 3 |
| Abbott Village, | 3 |
| West Centre, | 2 |
| Osgood, | 1 |
| Bailey, | 1 |
| Abbott, | 1 |
| North, | 1 |
| Scotland, | 1 |
| Holt, | 1 |
| Total, | — 28 |

These twelve buildings contain twenty-eight class-rooms, with a seating capacity of about one thousand one hundred and fifty.

## BALLARD VALE.

The school property has been greatly improved during the past year by the judicious expenditure of the special appropriation for grading, etc., voted at the last town meeting. The grounds around the building have been cleared of stumps, properly terraced, and partially graded, a neat wall

has been placed along the side of the grounds facing Andover Street, stone steps have been laid, and the basements have been cemented. The local committee are to be congratulated for having accomplished so much with the limited amount ($700) set apart for their use, and therefore we shall be enabled to complete the work with the small appropriation for this purpose we have asked for above.

The balance of the special appropriation for grading, etc., has been used in improving the drives and walks around the Centre Schools.

## NEW SCHOOL-ROOM AT THE WEST CENTRE.

The Committee were granted $800 for the enlargement of the school at West Centre.

After listening to several larger estimates, the work was finally given to Messrs. Hardy and Cole, under contract, for $775. The enlargement consists of about sixteen feet at the south end of the building, and the dividing of the whole into two rooms of twenty-two by twenty-six feet each, with a hall-way between them.

The new part proves a delightfully sunny school-room, and the enlargement gives ample accommodation for the scholars; while the painting of the whole school-house, and the erection of a gable in the centre over the western entrance, which were included in the estimate, have made a marked improvement in the outward appearance of the edifice.

## VENTILATION AT THE CENTRAL SCHOOLS.

After refusal of the Town to grant an appropriation asked by the Committee for the proper ventilation of the Central Grammar and South Centre School-houses, the Committee were in somewhat of a quandary as to their duty. But upon receiving another notice from the State Inspector to do something at once, it was thought best to go ahead upon our own responsibility, and do what seemed to us for the best

interests of the Town. We therefore asked Mr. A. J. Cheeney, the State Inspector, to suggest to us a system which in his judgment would accomplish the required purposes and satisfy the legal requirements. He suggested the plan afterwards adopted by the Committee, which has given ample satisfaction. It consisted of building two new stacks at the South Centre building, provided with ventilating flues for each room, and putting up a ventilating stack at the Central Grammar for the better ventilation of the two east rooms and the hall.

The expense of the whole was $1450, which was cheerfully granted at the special town meeting in September.

The ventilation in both these buildings is very satisfactory when the rooms are not over-crowded, as the following letter from Inspector White testifies.

BOSTON, MASS., Nov. 12, 1891.

H. A. HALSTEAD, Esq.

Dear Sir: In compliance with your request I send you a report of my inspection of the ventilation in the South Centre School at Andover.

Only one room was thoroughly tested, but the results of that test, considering the weather and outside temperature, were very good. The supply of air from the furnaces was 1000 cubic feet per minute, and the amount carried off by the exhaust flues 1085 cubic feet per minute. Two tests, made at the same time in different parts of the room, gave $\frac{6}{10000}$ each of carbonic dioxide, showing the circulation to be very good indeed. In cooler weather the work will be still better.

The arrangement for controlling the mixing valves is very crude, and should be improved, as I told you at the time of inspection. I should not think the furnaces would heat the building in very cold weather, but they may do it if properly handled by the janitor.

Yours truly,

JOHN T. WHITE,

*Inspector of Factories and Public Buildings.*

The matter of which he here speaks has been attended to, and the only criticism that could be made in the South Centre, would be, that, as the Committee did not feel authorized in going to the expense of new furnaces in that building, the ventilation somewhat over-taxes the capacity of the old furnaces, and in the coldest weather it is with great difficulty that the right temperature is sustained, and new furnaces will undoubtedly be a necessity of the near future.

## ABBOTT VILLAGE SCHOOL.

In regard to the long-standing matter of insufficient room at the Abbott Village School, I would recommend that the Town be asked to build a new school-house in place of the present inadequate buildings, and to appropriate a sum of money therefor.

The attention of the tax-payers of Andover cannot be drawn to a more needful appropriation. By increasing the school facilities here we also relieve the serious over-pressure in the Centre schools. For several years it has been well known that the Abbott Village schools have been overcrowded and uncomfortable; but appropriations for their relief have been from time to time deferred to a more convenient season.

Now, the kind of building required is a plain, comfortable four-roomed school-house, sufficiently large to accommodate the children of this part of the town, and in which all grades may be taught, or at least all but the last. At present these children complete the last three years of the course at the Central Grammar School. Just here I would say that we have, therefore, been obliged to open an overflow school in the Central Grammar School hall. This helps us in the Centre, but, of course, does not help matters any in Abbott Village.

We all know that it is one of our first duties to provide school-rooms sufficiently ample to accomodate all our children, and to see to it that the *full* advantages of our Public School System are extended to all parts of our town.

We therefore deem it only necessary at this time to call the attention of the tax-payers to these needs, believing that when they are known and fully appreciated Andover will be true to its traditions, and that the response will be hearty, prompt, and to the purpose.

## ENLARGEMENT OF PUNCHARD SCHOOL BUILDING

The following communication from the Trustees of the Punchard Free School was recently received by the School Committee, and at a meeting held on Tuesday evening, February 2d, the Committee voted to ask the Town at the next town meeting for an appropriation for school-houses large enough to cover the expense of the improvements called for in the letter.

*To the School Committee of Andover:*

We desire to call your attention to a matter in which we know you are interested, since it directly affects the welfare of a school which forms an important part of the educational system of the Town, though not committed to your care.

The Punchard School Building is owned by the Town in the same manner as all other common or public school property. It is occupied by our school, which, by special statute, takes the place of the High School the general law requires all large towns to maintain. Under the original terms of our occupancy, entered upon some twenty years ago, we were to keep the building in repair, keep it insured in the name of the Town, and, of course, pay all running expenses attending our use of it. This arrangement has been faithfully carried out by the Trustees, but with the growth of the town and the greatly increased membership of our school, we find the building insufficient for the accommodation of the one hundred or more pupils in the Punchard. Having no funds to devote to the enlargement and improvement of your building, we are obliged to ask you, the lawful custodians of the Town's school property, and through you to ask

the Town to come to our aid. Additional recitation rooms and more laboratory space are needed. To this end an addition might be built on the rear of the building, consisting of basement and one story above, which would afford the needed laboratory room in the basement, and two recitation rooms opening off the main school-room. At the same time the heating should be renewed, for the present furnaces are worn out. At their best they have been hardly sufficient for the present building, and if an addition to it is made it would seem unwise to rely upon furnace heat, and steam should be provided. The matter of ventilation also demands careful attention, and when the addition is put on a ventilation shaft should be provided to relieve the main room.

The necessity of these changes and improvements is obvious. They are absolutely essential to the successful prosecution of the good work this school is doing for the Town. As the fund in our care is barely sufficient to pay the running expenses of the school, the Town must furnish the necessary school room. This has been done for about twenty years, but the school has outgrown the building. We ask you to recommend to the coming town meeting such sum for school houses as will provide for the matters we have suggested, in addition to the ordinary annual needs of the other school property.

No considerations of economy in public appropriations can apply in a case like this. We *must* educate the young committed to our care; and if it be borne in mind that Mr. Punchard's benefaction saves the Town not less than $4000 every year, and thereby about one dollar in the tax rate, the Town should thankfully keep its High School building in suitable condition for the needs of the Punchard.

## FLAG DAYS.

It is not intended that the school flags shall be raised only on the days specified below. The flags, of course, may be raised at any time at the discretion of the teachers; but it is suggested that the flags shall float on "Flag Days," and that the children shall be made familiar with the events which they commemorate.

| | |
|---|---|
| Perrys victory, Lake Erie, | Sept. 10, 1813 |
| Battle of Antietam, | Sept. 17, 1862 |
| Columbus landed at San Salvador, | Oct. 12, 1492 |
| Battle of Saratoga, | Oct. 17, 1777 |
| Battle of Cedar Creek, | Oct. 19, 1864 |
| National and State Elections, | Nov. |
| Thanksgiving Day, | Nov. |
| New York evacuated by British, | Nov. 25, 1783 |
| Boston Tea Party, | Dec. 16, 1773 |
| Battle of Trenton, | Dec. 26, 1776 |
| Emancipation Proclamation, | Jan. 1, 1863 |
| Battle of Princeton, | Jan. 3, 1777 |
| Battle of New Orleans, | Jan. 8, 1815 |
| Lincoln's Birthday, | Feb. 12, 1809 |
| Washington's Birthday, | Feb. 22, 1732 |
| First United States Congress, | March 4, 1789 |
| Monitor defeated Merrimac, | March 9, 1862 |
| Washington elected President, | April 6, 1789 |
| Surrender of Lee, | April 9, 1865 |
| The Union Flag replaced at Sumpter, | April 14, 1865 |
| Battle of Lexington, | April 19, 1775 |
| Washington took Office, | April 30, 1789 |
| Ticonderoga taken, | May 10, 1775 |
| Memorial Day, | May 30 |
| Flag of Stars and Stripes adopted by Congress, | June 14, 1777 |
| Battle of Bunker Hill, | June 17, 1775 |
| Battle of Gettysburg, | July 1–3, 1863 |
| Independence Day, | July 4, 1776 |

## STORM SIGNALS, FOR CLOSING THE SCHOOLS.

Attention is called to the following changes in stormy-day signals. Ten strokes of the fire-bell on a stormy morning, at half-past eight o'clock, and repeated in five minutes, signifies that there will be no school in the morning. If the storm continues, the same number of strokes at one o'clock, and repeated as above, indicates no school in the afternoon. The signal for one session is ten strokes of the bell at 11.40, and repeated as above.

The thanks of the Committee and parents are due to the Fire Department for their kindness in giving the signals.

## TOWN WATER.

During the year the town water has been placed in the following schools: Central Grammar, South Centre, Frye Village, and Abbott Village.

I would recommend that the West Centre School be also supplied; and then all the schools to which the water is at present available would be supplied.

## SANITATION.

Owing to unusual prevalence of whooping-cough, measles, and the grippe, the per-centage of the attendance of the past year has not been as satisfactory as we might wish. However some of the schools have not been affected, as will appear by referring to the table of general statistics.

I deem it proper here to say a word in relation to contagious diseases. To prevent the spread of these is no easy matter. An arrangement is made whereby the Board of Health sends to the office of the Superintendent a list of all the cases reported by the physicians. These are at once sent to the principals of buildings, giving name, residence, and disease. This works very well, with this exception, the notice sometimes reaches the school too late to be of any

use. The Board of Health does not always receive the record promptly from the physician. If the schools can be informed without delay, protection from infectious diseases will be largely insured.

## PHYSICAL CULTURE.

The interest in Calisthenics in our schools continues. Our teachers are receiving the second series of lessons in the Swedish system from a special teacher of the Boston Normal School of Gymnastics, and the instruction is made more efficient by this teacher frequently visiting the schools, directing the work, and giving special instruction to the children.

Let us observe here the hygienic and also the educational benefit to the schools to be derived from proper instruction in the Ling or Swedish system of Calisthenics. The hygienic line of thought in the "gymnastic day's order" is this: For some time previous to the stated time for physical exercise the pupils have been bending their minds to study and recitation. The probability is they have been sitting most of the time with chest more or less contracted, thus pressing upon the abdominal organs, and impeding the venous circulation of those organs. What are the consequences? "A more or less temporary passive congestion, or tendency to such congestion, of the brain and abdominal organs, decreased respiration, the general tone of the muscles lowered, and the mind tired from prolonged concentration." Here we introduce the gymnastic drill as an antidote for these evils,—to relieve the brain and oppressed organs, to bring about normal respiration and circulation, and to tone up the body generally, keeping constantly in mind the educational side of the drill.

Therefore, first in the day's order is a class of movements called *Order movements*, which are designed to attract the mind of the pupils away from these lines of thought in which they have been so long occupied, to the approaching gymnastic work.

Following this first class is a class called "*leg movements.*" Next come "*strain-bending movements*" and "*heave movements*," intended to enlarge the chest and induce deeper and fuller breathing.

"These four typical gymnastic movements, in the order mentioned, produce this combined result: More and better oxygenated blood is carried to the muscles and the venous drainage is correspondingly facilitated; the mind is relieved from its previous strain, and the will is concentrated upon the muscular response. These results unite to form a most favorable general foundation upon which to ground the following more specific movements.

These succeed each other in the following order:

"*Balance movements*," which bring about a co-ordination of muscular contraction in all parts of the body, and by demanding equilibrium in difficult positions, train the sense of correct and graceful posture.

"*Movements for the back*," which correct the carriage of the shoulder-blades and back, and, by equalizing the strength of the muscles on both sides of the vertebral column, counteract the faulty growth of the spine.

"*Movements for abdomen and forepart of the body*," which stimulate the abdominal organs by an alternating increase and decrease of the abdominal pressure. The movements strengthen the muscles of the abdominal walls, as do also the next following, called the "*alternate side movements.*" The last train the legitimate mobility of the ribs and vertebrae and mechanically stimulate the spinal nerves.

The movements mentioned above follow each other in the order named, and are performed with gradually increasing force, compelling stronger and stronger action from the circulatory and respiratory organs, but never exceeding a certain point, which I will term the *optimum*, the test of which is a deep, free, undisturbed respiration during the movement. This must never be pushed to the highest possible point, or to the point where breathlessness and uncomfortable heart-action begin to appear. Whenever the ex-

treme limit is approached by any vigorous movements the effects are immediately moderated by administering movements that quiet and normalize respiration and heart-action.

With these movements the culmination of the day's order is reached, after which the accelerated action of the heart must be normalized and the body prepared for rest. This is accomplished by slow, measured "*leg movements*," accompanied by deep, rhythmic breathing movements."

Interwoven with this hygienic line of thought is carried out an educational progressive idea in the same movements, which by their gradually increasing intricacy help towards a complete volitional control over the muscles.

The Ling system secures the highest development of the parts consistent with the health of the pupil. *All hurtful movements are eliminated*, and all the movements are scientifically adjusted on hygienic principles, and must result, under proper guidance, in an increase of health and physical vigor to the pupils of our schools.

## PROMOTION TO THE HIGH SCHOOL.

At our last graduation in the Grammar School sixty received diplomas, and forty-six entered the Punchard High School. I subjoin some of the questions proposed at the final examination in June. By reference to the Rules it will be seen that in computing the rank for the year one half of the marks for the year shall be assigned upon the daily recitations, one fourth upon the final examination, and one eighth upon each of the two preceding examinations ; and diplomas of graduation shall be given at the close of the school year to those pupils whose marks, computed as above, upon the years work average sixty five per cent, or more, and do not on any subject fall below forty.

This mode of marking has been objected to by some, but it seems to me that the daily work of the pupil should be made an important factor in estimating his standing and fitness for promotion or graduation, as well as the final and

term examinations. The justice of this is apparent, and the advantage of it can be readily seen by all. When the child knows that every lesson, every exercise, from the beginning will count for or against him, he will be very likely to hesitate when tempted to waste his time and neglect his studies with the vain expectation that he can make them up at the final examination. I know of no means so effectual to secure uniformly good work throughout the year as the certainty of giving every part of the record its full weight. I most heartily approve of the plan of making the entire daily and examination work of the pupil the test for determining his final standing and promotion.

## ARITHMETIC.

1. What will it cost to carpet a room 36 feet long and 24 feet wide with carpet $\frac{3}{4}$ yard wide, at $1.25 per yard?

2. Mrs. Farmer made butter at an average cost of $18\frac{3}{6}$ cts. a pound. If she sold 139.5 pounds for $46.50, what was her average gain on a pound?

3. If a gallon contains 231 cubic inches, and if a bushel contains 2150.4 cubic inches, how many more cubic inches does a quart of dry measure contain than a quart of liquid measure?

4. What is the difference between the simple interest and compound interest of $480 for 3 years, 3 months, and 12 days at 6 per cent?

5. If 15 per cent of a merchant's earnings was $750, and if his earnings were 9 per cent of his capital, how much must his capital have been?

6. Mr. Blank lent Mr. Noname $5,610 at 4 per cent a year, simple interest. The latter kept the money 1 year, 7 months, and 21 days, and then paid the amount he owed Mr. Blank. How much did Mr. Noname pay?

7. Mr. A. gave his note to Mr B. for $600, due three months from to-day, and payable at the Andover National

Bank. Mr. B. on the same day had note discounted. What were the proceeds? Write in full the form of above note.

8. I invested $5,850 in U. S. 4½'s at 104 per cent. What was my annual income on the bonds?

9. Which is the better investment U. S. 5's at 101, or U. S. 6's at 107, and how much per cent?

10. A and B engage in partnership for a year, and gain $1200. A at first puts in $4000, and at the end of 4 months draws out $3000; B puts in $1000, and on Aug. 1st puts in $5000 more. What is each one's share of profit?

## GEOGRAPHY.

1. How much of the earth's surface is water? On which side of the equator is most of the water? Name some of the largest lakes and the largest sheet of fresh water on the earth.

2. One half of the land is divided among five powers; name them. Tell of each where its possessions lie

3. Name the sea between Africa and Europe, the sea between Africa and Arabia, the channel between Africa and Madagascar, the large gulf which indents the western coast of Africa. In what part of Africa is Abyssinia? Cape Colony? Egypt? Liberia? Morocco? The Congo Free State?

4. What mountains must one cross in going from Virginia to Kentucky? from Dakota to Oregon? from the Argentine Republic to Chili? from Spain to France? from Hindostan to China?

5. In what European country is Antwerp? Athens? Bristol? Leipzig? Luzerne? Marseilles? Moscow? Naples? Seville? Utrecht?

6. Draw a map of New England (fairly covering half the sheet of paper), showing the State borders; the Connecticut and the Merrimac; Lake Champlain and Narragansett Bay; Boston, Burlington, Hartford, New Haven, Portland, and Providence. Write the names (in reasonable abbreviation).

7. What is the climate of California? What is the character of its vegetation? What are, therefore, the chief industries of the State?

8. Tell what you know of Glaciers, and of Icebergs.

9. What and where are the following: Alps, Malaga, Mobile, Yukon, Ladoga, St. Elias.

10. What is Government? How many kinds? Illustrate each.

## HISTORY.

1. Do you think there were voyages to America before the time of Columbus, and if so, what can you say about them?

2. The early claims of four European nations to territory in North America, and upon what where they based?

3. The length of the Revolutionary War, with first and last dates, how the war began and ended, naming the final actors.

4. The treaty closing the war; when, where, and by whom it was made, its date and terms?

5. What is the Monroe doctrine?

6. Which of the Presidents served exactly one term of four years each, and which ones died in office?

7. When and why was the Southern Confederacy formed, the name of its President, and two successive capitals?

8. The successive commanders of the Army of the Potomac, their successes and failures.

9. Name the greatest battle of the civil war; commanders, and result.

10. Name four Americans who have gained distinction as inventors, naming their inventions.

## GRAMMAR.

Write a sentence using *that* as an adjective, pronoun, conjunction.

Write a sentence using *all* as three parts of speech.

2. Correct the following, if necessary, and give reasons for so doing:

(1) Speak slow and distinct.

(2) He sat her in the place where the teacher usually sat

(3) If any one is there, let them speak.

3. Write correctly in words 4–401.

4. Define proposition, phrase, clause, adjunct.

5. Write a sentence containing *which* in the plural, nominative case.

6. Analyze the following sentence, and parse words in italics:

"High on a throne of state, *that* far
Outshone the wealth of Ormus and of Ind,
Or where the gorgeous East with richest hand
Showers on her kings *barbaric* pearl and *gold*,
Satan *exalted* sat, by merit *raised*
To *that* bad eminence."

Diagram—The books which lie on the table are schoolbooks.

7. In how many and what ways do we denote comparison of adjectives? Give an example of each.

8. Give the principal parts of the following verbs. If there are two forms of any principal part give both.

Dive, bereave, swim, abide, read, ring, breed, sit, set, lie, lay.

9. Give the general rule for the correct use of "shall" and "will."

10. Write a letter to *James B. Murray*, asking a situation as clerk, stating your fitness for the place by education, age,

and any other qualification you deem important. Sign the letter with the name *George Thomson*, and be careful not to sign it with your own name.

## PHYSIOLOGY.

1. Write an outline for the bones of the body.

2. How many kinds of bones are there? Describe the structure of a bone.

3. Name the organs of the Circulatory System. Describe the heart.

4. In what are veins and arteries alike; in what do they differ?

5. Describe fully the circulation of the blood.

6. Describe the lungs. What change takes place there?

7. Describe the alimentary canal. In which parts are the fats digested? the sugars?

8. Define the following terms: Muscle, Tendon, Structure, Blood, Nerves, Tissue.

9. Describe the œsophagus and teeth.

10. Write about the brain.

## MUSIC.

1. Write the scale in the key of C, G clef.

2. Write the scale in the key of C, F clef.

3. When the G clef is used, where will C be represented?

4. When the F clef is used, where will C be represented?

5. What are the pitch-names or letters of the key of C?

6. How are different keys indicated?

7. Make on the staff, G clef, the signatures of four keys in sharps, and four keys in flats.

8. Make on the staff, F clef, the signatures of four keys in sharps, and four keys in flats.

9. Must the pitch of the scale be always the same, or may it change?

10. Write an exercise of four measures in 2–4 time in the key of C.

## NATURE STUDIES.

"Nature Studies should do for the pupil three things: First, they should give to him a knowledge of facts in regard to the world in which he lives. Second, they should train his powers of observation. Third they should develop in him a love for nature. This last is of the greatest importance, and is the test of the work done."

About a year ago we introduced these studies into our school, or rather three of them, — botany, mineralogy, and zoölogy. It is our plan to give especial attention to botany in the spring and fall, and the teachers are following as their guide an outline prepared for them by the Committee, and which appears in full in the present School Report.

In winter, when the flowers and leaves are not with us, we make mineralogy prominent, and the guide we are now using is "Clapp's Thirty-six Observation Lessons on Common Minerals," one of the most valuable and useable of the guides for teaching the elementary sciences that have come to our notice.

In zoölogy our work is not yet as fully outlined as in botany and mineralogy, yet something has been done by way of supplementary reading, but much more will be accomplished as soon as an outline is prepared or a text-book decided upon.

Botany and zoölogy are given in all the grades, and mineralogy in the grammar grades only. The teachers give two lessons weekly in these studies, and elaborate them in supplementary reading, language work, and drawing.

It has been our aim to be mindful that it is *elementary* science we are teaching, that technicalities and details are not to be emphasized, and that the various phenomena are to

be presented in their striking and most attractive manifestations, thus leading to a happy, and therefore a helpful, development of the perceptive faculties, and the scientific habit of thinking and working.

It is frequently urged that we have not the time to devote to these studies in our already overcrowded courses, but we have found that they more than compensate for the time taken by quickening the perceptive faculties, and by leading the pupils to see and think and decide for themselves. In short, these nature studies have infused a tone, a spirit, and an enthusiasm into every department of our school work. Besides the quickening and broadening influences they exert, they are especially economical in their application, being in an unusual degree susceptible of being imparted through the ordinary and recognized channels of school work — in reading, in language work, and in drawing.

Says a prominent educator: "We find that the study of plants and animals and rocks in connection with the other studies of the school course has an important influence upon the general teaching power of the teacher. The one great criticism upon teaching, especially in the lower grades, is that our teaching is not yet so thoroughly objective as it should be. Nature study must be taught wholly by the objects; there is no other possible way of going about it. We find that when a teacher has been doing good objective work in the study of natural science, that method goes with her also into the classes in history and geography and arithmetic. Our teachers do better work all along the line because of the nature study; it makes school happier, better, more helpful to us all."

The outcome of the work will be: Of the knowledge of facts, a foundation for later scientific work; of the training, power on the part of the pupil; and of the love for nature, a cultivated mind.

## PENMANSHIP.

Report of Anna A. Robinson, special teacher in Penmanship.

A new position in writing has been adopted in all grades. The work for this year has been exercises to gain freedom of movement, together with practise on the small letters.

The pupils who entered the lowest grade in the fall having taken fifteen of the small letters are now able to write well short words. The upper grades are just beginning their work on the capitals.

Faithful work from the teachers has worked wonders in writing in our schools, and for this I heartily thank them.

Specimens from the different grades may be seen at the Superintendent's office.

## DRAWING.

Report of Miss Anna A. Robinson, teacher of Drawing.

I have placed in the hands of the teachers an outline in Drawing for the coming year, which I trust will prove a help to them.

During the past year water colors have been introduced, also charcoal in the highest grammar grade. Much more work has been done in Designing and Geometrical Drawing. Lessons in Color have given rise to colored designs, in which much interest is taken.

The ungraded schools and the West Centre school have added Drawing to their course of study.

One can see, although our system of Drawing is very imperfect, our schools are not standing still in that branch, but are approaching, by means of good work from teachers and scholars, our goal — a well-graded system that shall prove a help in each department of life.

## MUSIC.

Report by Edward Butterworth, teacher of Music in the Public Schools.

It gives me great pleasure to note briefly a few things in connection with our work in Music. The progress that has been made in this branch of study the past year is indeed gratifying. Good results have been realized in nearly all the schools. In the primary grades good work is being done by the regular teachers. In this grade everything must be taught by rote. Little songs and exercises of the simplest form are memorized. The improvement made in singing is especially noticeable in the upper grades, due, I think, to the hearty co-operation of the regular teachers in supplementing the work of the special music teacher. The "New Fourth Music Reader," now in use in the first and second classes of the Central Grammar School, is, I think, giving good satisfaction, and the interest that is given to the study of Music by the pupils of the upper grades is evidently increasing.

Our aim is, to teach children sight singing, and this I can truly say is done in some of the schools, the children being able to sing easy music at sight. I hope there will be a still greater proficiency in this branch of study.

## TEACHERS.

The following changes have occurred the past year:

During the Second Term Miss E. S. Carty of Ballard Vale resigned, and Miss Carrie Dean of this town was appointed in her stead.

Miss Agnes C. Morrison of the second Primary, South Centre, was granted leave of absence for the rest of the year, and Miss Jennie Birnie of the North School was transferred to her place. Miss Edna Noyes was then placed in charge of the North School.

Miss Caroline Walker of the Bailey School being obliged

to give up her position on account of sickness, Miss Florence Abbot of this town succeeded her.

In June the following changes were made.

Miss Lillian Cole of the Scotland District resigned, and Miss Dollie M. Farnam was put in her place.

Miss Florence Ayer of Ballard Vale resigned, and Miss Daphne S. Knapp of Boston succeeded to the principalship.

Miss Emma L. Ward of Frye Village, who became a student at Oberlin College, was succeeded by Miss Agnes C. Morrison.

Miss Edna P. Noyes of the North School, who entered the Salem Normal, was succeeded by Miss Lizzie Richardson of this town.

Miss Olive J. Lovejoy of the Abbott School resigned, and Miss Lilla Abbott was appointed to the vacancy.

Miss Florence Abbot of the Bailey resigned to continue her studies at the Salem Normal, and was succeeded by Miss Eva Hardy.

Miss Mary E. Manning of the Osgood School, on account of ill health, was granted leave of absence until the first of the January term, and Miss Alice B. Bodwell of Salem was placed in temporary charge of the school. In December Miss Manning resigned, and Miss Bodwell was appointed to the vacancy.

Miss Anna Robinson the special teacher of Drawing, and who also was in charge of the ninth year of the Central Grammar School for part of each day, was appointed special teacher of Penmanship and Drawing, to devote her whole time to these subjects, and Miss Clara A. Putnam succeeded to the position thus vacant in the Grammar School.

Miss Susie M. Wilbur of the third Central Grammar School succeeded Miss Putnam, promoted, and Miss M. W. Meldrum was transferred from Abbott Village to fill Miss Wilbur's recent place in the Central Grammar.

In the South Centre School Miss Mary J. Jones of the third Primary resigned, and Miss Minerva Dudley of New Providence, Iowa, was appointed to the vacancy.

In the second Primary, South Centre, Miss Lucy Roach was appointed to succeed Miss Morrison, transferred to the Frye Village Grammar.

In the Abbott Village School Miss Margaret C. Donovan was appointed to the principalship made vacant by the transfer of Miss Meldrum to the Central Grammar School.

Miss Jennie Birnie was appointed teacher of the Abbott Village Intermediate.

In September Miss Mabel Smith of the Frye Village Intermediate resigned, to enter the Boston Normal School of Gymnastics, and Miss Helen Barnett succeeded to the position.

The teachers, without exception, are earnest in their efforts to carry out the plans of the Committee and Superintendent, and there is certainly apparent a better conception and appreciation of what constitutes good teaching. This arises through better training of the teachers through the normal schools, the institute, educational journals, teachers' meetings, and other sources of professional educational training. "As is the teacher so is the school," is an educational maxim generally accepted.

Superintendent Barringer of Newark says in his last Report, "The essential function of the teacher as an educational factor is becoming better understood and appeciated than heretofore. The very life, I might say existence, of the school as an institution depends upon the personal character, qualifications, and professional training of the teachers. When the fact that so much depends upon the fitness of the teacher for her responsible calling becomes more widely known and established in the minds of educational authorities, we shall have less difficulty in demanding and securing professional training of a high order. Let public sentiment insist upon this training as it does in other professions — law, medicine, and theology — and the demand will be met."

## CONCLUSION.

In bringing this Report to a conclusion, I do not hesitate to say that the year has been a successful one, and that the outlook is encouraging for the cause of public instruction in our town.

The interest of the Committee has continued active for the welfare of the schools committed to their charge, and the teachers, as in the past, have been faithful and successful in their work.

I thank the teachers for their active and enthusiastic co-operation with me for the best interests of our schools.

To the School Committee: I express my sincere appreciation of your confidence and support.

Respectfully submitted,

H. ALLEN HALSTEAD,

*Superintendent of Public Schools.*

# LIST OF TEACHERS.

## CENTRAL GRAMMAR.

Clara A. Putnam, Susie M. Wilbur, Frances W. Meldrum,
Laura H. Farnum, Anna E. Chase.

## SOUTH CENTRE.

Edith McLawlin, Bertha L. Smith, A. A. Richardson,
Lucy Roach, Jennie S. Abbott, Minerva Dudley.

## BALLARD VALE.

Daphne S. Knapp, Carrie Dean, Mary F. Brown,
Annie O. S. Clemmons.

## SCOTLAND.

Dollie M. Farnum.

## HOLT

Carrie A. Hayward.

## FRYE VILLAGE.

Agnes C. Morrison, Helen Barnett, Helen W. Battles.

## ABBOTT VILLAGE.

Margaret C. Donovan, Jennie Birnie, Martha Manning

## WEST CENTRE.

Hannah R. Bailey, May Hardy.

## OSGOOD.

Alice B. Bodwell.

## BAILEY.

Eva Hardy

## ABBOTT.

Lilla A. Abbott.

## NORTH.

Lizzie Richardson

## DRAWING TEACHER.

Annie A. Robinson.

## MUSIC TEACHER.

Edward Butterworth.

# PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY DURING THE TERM.

## GRAMMAR SCHOOL.

### THIRD YEAR.

First Term. — Walter Buxton, Alice Dodson, Sarah Jackson, Lucy Mason, Clara Flint, Marcia Richards, Bessie Satterthwaite, Charlie Sloane, Joseph Stott, Lora White.

Second Term. — John McManus, George Miller, Kate Nolan, Arthur Roberts, Bessie Satterthwaite.

Third Term. — Kate Nolan, Nellie Russell, Thomas Riley, Maggie Phillips, Walter Buxton, Mary Robinson.

### SECOND YEAR.

First Term. — Anna Cullinane, Marion Sloane, Martin Doherty, Timothy Cullinane, Madelaine Hewes, Ella Holt, Susie Abbott, Charles Donovan, Lettie Rea, Cecilia Kydd, Ralph Clement, William Driscoll, Alice Whitney, Edna Smith.

Second Term. — Ella Holt, Susie Abbott, James Craik, Lettie Rea, Alice Whitney, Grace Higgins.

Third Term. — Timothy Cullinane, Madelaine Hewes, Ella Holt, Eva Clark, Willie Driscoll, Alice Whitney, Mary Ryder.

### FIRST YEAR.

First Term. — Ralph Baldwin, Alec Dundas, Edith Higgins, James Putnam, David Sloane, Charlie Warden.

Second Term. — Alec Dundas, John Graham, James Putnam, Bennie Smith.

Third Term. — John Graham, James Putnam, Stuart Smith.

## INTERMEDIATE DERARTMENT.

### THIRD YEAR.

First Term. — Sarah Garside, Charlie Hill, Maggie Saunders, Walter Wood, Jerry Sweeney.

Second Term. — Eddie Roberts, Maggie Saunders.

Third Term. — Stuart Clement, Charlie Hill, Ralph Main.

## SOUTH CENTRE.

### SECOND INTERMEDIATE.

First Term. — Frank Abbott, Alex Craighead, Lawrence Hannon, Sidney McCurdy, Eugene Young, George Holderness.

Second Term. — Frank Abbott, D. Garfield Abbott, Alex Craighead, Cutter Foster, Louis White.

Third Term — D. Garfield Abbott, Alice Chandler, Alex Craighead, John Findley, Susie Findley, Cutter Foster, Maud Purr.

### THIRD INTERMEDIATE.

First Term. — Mamie Butterworth, Lizzie Donovan, Ruby Jackson, Pearl Leonard, Harry Ellis, Frank Lowe.

Second Term. — None.

Third Term. — Mary Hill, Charlie Brown, John Belknap, Gilbert Fenlason, John Lynch.

### FIRST PRIMARY.

First Term. — Abby D. Burtt, Arthur F. Cheever, Edith C. Lyle, Annie J. McKenzie, George J. McKenzie, Ida M. McTernen, Ernest L. Morse.

Second Term. — Annie J. McKenzie, George J. McKenzie.

Third Term. — Fanny A. Brown, Arthur F. Cheever, George J. McKenzie.

### SECOND PRIMARY.

First Term. — Maud Jenkins, Edna Young, Edgar Main.

Second Term. — None.

Third Term. — Fred Collins, Sarah Brennan, Evelyn Hardy, Maud Jenkins, Currier Lang, Edgar Main.

### THIRD PRIMARY.

First Term. — George R. Abbott.

Second Term. — None.

Third Term. — George R. Abbot, Lizzie Johnson, Agnes McCarty, Malcolm McTernen.

## BALLARD VALE.

### GRAMMAR.

First Term. — Lilla Goodwin, Della Haynes, Lizzie Lane, John Daly, Nellie Matthews, Emma Mears, George Trottier.

Second Term. — Lizzie Lane, Nellie Matthews, Emma Mears, Laura Moore.

THIRD TERM. — Della Haynes, Lizze Lane, Kate O'Donnell, John Sisco, Nellie Matthews, Emma Mears, Laura Moore, John O'Donnell, George Trottier.

#### INTERMEDIATE.

FIRST TERM. — Josie Burns, Alice L. Cox, Grace S. Clemons, Bessie E. Haynes.

SECOND TERM. — William D. Conway, Bessie E. Haynes, Willie Mc Keon, Nettie E. Shaw.

THIRD TERM. — Bessie E. Haynes, Mary McCabe, Joseph H. Whittaker, Lillie Riebe.

#### FIRST PRIMARY.

FIRST TERM. — James Burns, Joseph Lynch, Emma Frosch, Lillie Oldroyd, Annie Zinc.

SECOND TERM. — John Harrison, Foster Matthews, Thomas O'Donnell, Willie Wheatley, Annie Zinc.

THIRD TERM. — James Burns, Joseph Lynch, Foster Matthews, Irving Shaw, Gardner Shattuck, Sadie Clemons, Lillie Oldroyd.

#### SECOND PRIMARY.

FIRST TERM. — Alice Harrison.

SECOND TERM. — David Brown, Isabel Miller.

THIRD TERM. — Charlie Burns, Ethel Clemons, George Howell, Florence Simpson, Florence Willard, Michael Wheatley.

## ABBOTT VILLAGE.

#### SENIOR DEPARTMENT.

FIRST TERM. — Mary Coutts, Annie Craik, George Greig, Willie Greig, Herbert Hilton, Lester Hilton, Josie Higgins, John Killacky, Alice Lowe, Ralph Lanson, Willie McDonald, Henry Mellen, Nellie Stuart, John Schofield, Stewart Sloane, George Skene, Alex Wyllie.

SECOND TERM. — Mary Coutts, John McDonald.

THIRD TERM. — Fred Angus, Henry Hilton, Herbert Hilton, Josie Higgins, John Killacky, Henry Mellen, John Schofield, Stewart Shane, Annie Schofield, Jennie Seacole, Annie Wakefield.

#### INTERMEDIATE DEPARTMENT.

FIRST TERM. — John Anderson, Maggie Anderson, Wallace Angus, Willie Dick, Walter Greig, Madge Higgins, Mary Lamont, Jane Leslie. Julia Schofield, Maggie McDermot, Jennie Dundas.

SECOND TERM. — David Coutts, Jennie Dundas, Willie Leslie.

THIRD TERM. — Willie Dick. Jennie Dundas, Walter Greig, Robert Hutcheson, Madge Higgins, Bridget Schofield, Ernest Schofield, Julia Schofield, Christina Warden.

PRIMARY.

FIRST TERM. — Eddie Clark, Annie Sloane, Lena Wakefield.

SECOND TERM. — Harry Schofield.

THIRD TERM. — George Dick, Annie Higgins, Lizzie Murphy.

## FRYE VILLAGE.

SENIOR DEPARTMENT.

FIRST TERM. — Edith Donald, Jessie A. Clark.

SECOND TERM. — Jessie A. Clark, Agnes A. Robinson, David Miller.

THIRD TERM. — Jessie A. Clark.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — John Gillespie, Bella Haupert, Maggie Kidd, John Merorey, Amelia Phillips, Gertie Bently, Julia Bentson, Willie Collins.

SECOND TERM. — Otto Bentson, Emma Stott, John Gillespie, Bella Haupert, John Merorey, James Robinson.

THIRD TERM. — Emma Stott, Bella Haupert, Amelia Phillips, Julia Bentson, James Robinson.

PRIMARY.

FIRST TERM. — Douglas Donald, Horace Hatch, Willie Hatch, George Gillespie, Willie Knibbs, Phillip Leslie, Alice Mayer, Jimmie Miller, Joseph Soutar, Dora Ward, Willie Spark.

SECOND TERM. — Henry Balmire, Charlie Collins, George Gillespie, Alice Mayer, Willie Miller, Jimmie Miller.

THIRD TERM. — Alice Balmire, Charlie Riddock, Willie Spark.

## WEST CENTRE.

SENIOR.

FIRST TERM. — Annie J. Murphy, Etta M. Osgood, Luella Phelps, Julia Sullivan, Barrie O'Hara.

SECOND TERM. — Edith C. Abbott, Gayton C. Abbott, Carrie J. Burtt, Florence A. Burtt, Lucia M. Burtt, Annie J. Murphy, Ethel Trow, Ralph Trow.

THIRD TERM. — Edith C. Abbott, Gayton C. Abbott, Carrie J. Burtt, Annie J. Murphy, Luella Phelps.

PRIMARY.

First Term. — Fred Phelps.

Second Term. — Winifred Trow.

Third Term. — Winifred Trow, Fred Phelps.

## OSGOOD.

First Term. — Gertrude Wardman.

Second Term. — Gertrude Wardman.

Third Term. — Charlotte E. Flint.

## BAILEY.

First Term. — Eddie Bailey, Eleanor Flint

Second Term. — None.

Third Term. — Eddie Bailey.

## ABBOTT.

First Term. — Alice Fitzgerald, Maurice Fitzgerald, Thomas Fitzgerald.

Second Term. — Alice Edwards, Rosie Edwards.

Third Term. — None.

## NORTH.

First Term. — Maggie Rodgers.

Second Term. — Blanch Hardy, Mamie McGovern.

Third Term. — John Crowly, Maggie Rodgers.

## SCOTLAND.

First Term. — Jessie Billington, Frank Hagerty, Mamie Hagerty, Susie Haskell, Mary McIntire.

Second Term. — Mamie Hagerty, Charlotte Holt.

Third Term. — Pollie Hayward, Charlotte Holt, Mary McIntire.

## HOLT.

None.

## TABLE OF

| SCHOOLS. | Whole number Enrolled. | Average Member-ship. | Average daily Attendance. |
|---|---|---|---|
| Central Grammar, | 220 | 197.84 | 173.07 |
| South Centre, | 256 | 211.04 | 175.38 |
| Ballard Vale, | 179 | 145.60 | 133 43 |
| Holt, | 20 | 13.83 | 11.10 |
| Scotland, | 20 | 15.83 | 14.83 |
| Frye Village, | 92 | 77.48 | 76.3 |
| Abbott Village, | 126 | 118.62 | 98.41 |
| West Centre, | 50 | 40.56 | 33.95 |
| Osgood, | 25 | 17.45 | 16.28 |
| Bailey, | 11 | 11 | 10.11 |
| Abbott, | 25 | 18.12 | 16.10 |
| North, | 17 | 14.69 | 13.50 |
| | 1041 | 882.06 | 773.49 |

# GENERAL STATISTICS.

| Percentage of Attendance. | No. over 15 years of age. | No. between 8 and 14 years. | No. under 5 years. | No neither Absent nor Tardy. | | |
|---|---|---|---|---|---|---|
| | | | | 1st Term | 2d Term. | 3d Term. |
| 87 | 16 | 204 | 0 | 36 | 17 | 19 |
| 83 | 1 | 131 | 0 | 23 | 7 | 25 |
| 92 | 9 | 89 | 0 | 17 | 15 | 27 |
| 80 | 1 | 12 | 0 | 0 | 0 | 0 |
| 94 | 0 | 14 | 0 | 5 | 2 | 3 |
| 98 | 0 | 59 | 6 | 22 | 15 | 9 |
| 83 | 1 | 60 | 1 | 31 | 6 | 23 |
| 84 | 0 | 36 | 0 | 6 | 9 | 7 |
| 93 | 0 | 17 | 0 | 1 | 1 | 1 |
| 92 | 0 | 6 | 0 | 2 | 0 | 1 |
| 89 | 1 | 17 | 2 | 3 | 2 | 0 |
| 92 | 1 | 8 | 0 | 1 | 2 | 2 |
| 88 | 30 | 653 | 9 | 147 | 76 | 117 |

# RULES OF THE SCHOOL COMMITTEE.

OF THE

# TOWN OF ANDOVER.

## CHAPTER I.

### ORGANIZATION OF THE BOARD.

SECTION 1.—The meeting for organization shall be held on the Monday following the annual town election in March, at 7.30 o'clock, P.M. The Committee shall be called to order by the senior member present, who shall preside until a chairman is elected.

SECTION 2.—The officers of this Board shall be a chairman, chosen by ballot, and a secretary. There shall be appointed by the chairman, subject to the approval of the Board, the following committees, consisting of three members each; three District Committees, an Advisory and Auditing Committee, a Committee on Teachers, Janitors, and Music, and a Committee on Text-books, Supplies, and School-house Supplies.

SECTION 3.—Regular meetings of the Board shall be held on the Tuesday before the first Monday of each month at 7.30 o'clock, P.M.

SECTION 4.—The order of business at a regular meeting of the Board shall be: 1. Reading of the minutes; 1. Report of Superintendent; 3. Reports of visits; 4. Reports of Committees; 5. Consideration and approval of bills; 6. Unfinished business; 7. New business.

## CHAPTER II.

### DUTIES OF OFFICERS.

SECTION 5.—It shall be the duty of the chairman to preside at meetings, to call special meetings whenever he shall deem it expedient, or at the written request of any two members of the Board, and to appoint all committees whose appointment is not otherwise directed by the Board.

SECTION 6.—For purposes of supervision and visitation the schools of the town shall be divided into three districts, as follows: viz., First District, including the Central Grammar, South Centre (intermediate and primary), and Abbott Village; Second District, including Ballard Vale, Holt, and Scotland; Third District, including West Centre, Frye, Osgood, Bailey, Abbott, and North.

SECTION 7.—The District Committees shall advise and assist the Superintendent and teachers in all matters relating to discipline, management, and instruction in the schools under their charge. Members are also expected to visit, so far as they have opportunity, schools in other districts than their own. The District Committees shall have power to make incidental repairs not costing over five dollars in any one case without a special vote of the Board. They may delegate to the Superintendent such duties in regard to school-house repairs as they deem advisable.

SECTION 8.—It shall be the duty of the Advisory and Auditing Committee to advise and assist the Superintendent in all matters relating to the school not otherwise provided for; to examine all bills, and report the same to the Board for final action; to audit and examine all pay-rolls, and to prepare annually a careful estimate of the expenses of the schools, and report the same to the Board to be laid before the Selectmen, previous to the annual town meeting. All propositions to amend the rules and regulations shall be referred to this Committee, and no action shall be taken in such cases until they have been reported upon by this Committee. It shall also be the duty of this Committee to devise plans for correcting any evils of a sanitary nature that may be shown to exist on any school premises, and superintend the execution of those plans after they have been adopted by the Board.

SECTION 9.—It shall be the duty of the Committee on Teachers, Janitors, and Music to consider and report upon all propositions to fix or alter the amount of salary before action is taken by the Board; to examine all applicants for the position of teacher in the public schools of the town, and, to those found qualified, issue certificates of proficiency, as per Public Statutes, Chap. xx., Sec. 28; to nominate all teachers and janitors, and, to make rules for the government of janitors in the performance of their duties, and to exercise a general supervision over the subject of music.

SECTION 10.—It shall be the duty of the Committee on Text-books, Supplies, and School-house Supplies to consider all propositions for changing text-books, or the course of study, or for introducing new text-books, and report upon the same to the Board. No change shall be made in the books used in the public schools, and no new books shall be introduced except by a vote of two-thirds of the whole Board, notice of such intended change having been given at a previous meeting. This Committee shall have authority to furnish all supplies used by the school department, but shall not exceed the appropriations for such purposes unless authorized to do so by the Board. This Committee may also expend at their discretion the income of the Proprietors' Fund and the Richardson (Frye Village) Fund. But the income of these funds shall not be expended for such books and materials as the Town is obliged to furnish by the terms of the Free Text-book Law. The Text-book Committee shall have general supervision of the subjects of drawing and penmanship.

SECTION 11.—The Secretary shall keep a record of the proceedings of the Board in full, and of the names of all the members present at each meeting. He shall give to each member of the Board a written or printed notice of all meetings.

SECTION 12.—He shall receive all formal applications for positions under the Board, refer each applicant to the Committee having the right of nomination to the position applied for, or to the Board if there be no such Committee. He shall take special pains to inform himself as to the qualifications of all applicants, and report the results of his inquiries to the Board, if so desired.

SECTION 13.—He shall cause the annual census of children to be taken, as required by law, and keep a record of the same in a suitable book.

SECTION 14.—It shall be the duty of the Secretary to conduct all necessary correspondence for the Board, to determine the form of all record books and blanks which he shall think necessary or convenient, and to perform all other duties that appropriately belong to the office of Secretary, the performance of which is not otherwise provided for.

SECTION 15.—It shall be part of the duty of Superintendent of Schools to act as Secretary of this Board, except when otherwise ordered.

## CHAPTER III.

### DUTIES OF THE SUPERINTENDENT.

SECTION 16.—The Superintendent shall exercise a general care over all the schools and school-houses, and the premises and property connected therewith. He shall carefully note the condition of schools, and see that all the laws of the Board are obeyed.

SECTION 17.—He shall hold teachers' meetings at least one in each month, and he may for this purpose dismiss the schools one half-day in each month. He may close the schools in inclement weather at his discretion.

SECTION 18.—He shall fill vacancies temporarily in the position of teacher, and report his action in such cases to the next meeting of the Board. He shall have power to suspend disobedient pupils, but shall report such cases to the first subsequent meeting of the Board; but no pupil shall be expelled from the school except by vote of the Board.

SECTION 19.—He shall carefully observe the work of all the teachers, consult and advise with them, and promptly report to the Board any teacher incompetent to discharge the duties of the position in a proper manner.

SECTION 20.—He shall superintend and approve all orders of exercises, and keep a scheme of the orders of exercises of all the public schools in the town. He shall visit the schools constantly and systematically, point-

ing out defects, and suggesting remedies. He shall keep daily office hours, to be approved by the Board. He shall have charge of and dispense all supplies as called for by teachers, and shall file all requisitions. He shall keep a full and accurate account of all receipts and disbursements, and prepare a monthly statement of the same, and of the amount of the various appropriations, expended and unexpended, for inspection of any member of the Committee at any time. He shall at all times have copies of all the books used in the public schools on hand at the rooms of the Committee. As often, at least, as once a year the Superintendent shall call the attention of the teachers to those provisions of the Public Statutes that relate to the Public School System, and he shall see to it that those provisions are faithfully carried out so far as they can be made to apply to the schools of this town. He shall make a report to the Board at the regular monthly meeting of his work and of the condition of the schools visited by him during the previous month; and shall make a written report of his work, with such suggestions and recommendations as he sees fit at the close of each year. He shall also perform all other duties that belong to the office of Superintendent, the performance of which is not otherwise provided for.

## CHAPTER IV.

### DUTIES OF TEACHERS.

SECTION 21.—It shall be the duty of all the teachers, in conformity with the laws of this Commonwealth, "to exert their best endeavors to impress on the minds of the children and youth committed to their care and instructions the principles of piety and justice, and a sacred regard for truth, love of their country, humanity and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance; and those other virtues which are the ornament of human society, and the basis on which a republican constitution is founded."

SECTION 22.—Teachers are required to be in attendance, and each school-building shall be opened for admission of pupils at least ten minutes before the hour appointed for opening school.

SECTION 23.—Each school shall be daily opened by reading a portion of the Bible, without note or comment, and the use of the Lord's prayer.

SECTION 24.—The grammar and intermediate schools shall be in session at least five hours a day. In the primary schools pupils may be dismissed before the regular hour for closing, at the discretion of the Superintendent.

SECTION 25.—During the morning session there shall be one recess, not to exceed twenty minutes in length, in all grades, and no recess during the afternoon session in the intermediate and grammar grades. The

Superintendent may arrange for additional recesses in the primary grades at his discretion.

SECTION 26.—Teachers may take one day in each term for the purpose of visiting other schools, upon consultation with the Superintendent.

SECTION 27.—Teachers desiring temporary release from schools shall apply to the Superintendent or some member of the District Committee, and no substitute shall be appointed without the consent of the Superintendent.

SECTION 28.—Teachers shall not permit scholars, during school hours, to answer the calls of any person at the door, except of parents or guardians, or by an order from them.

SECTION 29.—In all cases of absence or tardiness scholars shall furnish their teachers with a satisfactory excuse from their parents or guardians.

SECTION 30.—When a pupil is known, or for good reasons suspected, to be playing truant, it shall be the duty of the teacher to immediately inform the truant officer, whose duty it shall be to bring the delinquent to the school, and report the case to the parents.

SECTION 31.—The discipline of the school shall be, so far as possible, of a parental character. Corporal punishment shall be resorted to only in cases of extreme necessity, and when other means have failed. All cases of corporal punishment shall be reported to the Superintendent, with a description of the offense and extent of the punishment. By corporal punishment in this section is meant any means of inflicting physical pain.

SECTION 32.—A disorderly or disobedient pupil may be dismissed from school for the remainder of the day by any teacher. But all such cases must be acted upon by the Superintendent or District Committee, and all suspensions must proceed from him or from the School Committee.

SECTION 33.—Any pupil suspended, on giving satisfactory evidence of amendment, may be restored by the Committee or Superintendent.

SECTION 34.—When the conduct, example, or general influence of a scholar becomes very injurious, and his reformation appears hopeless, and he manifests a determined disregard of the rules and good order of the school, he may be expelled by a vote of the School Board. Any pupil expelled may be re-admitted on probation, and on ample proof of reformation may be restored; but only by a vote of the School Board.

SECTION 35.—All the teachers are required to take daily care that the school-houses, the furniture and apparatus in the same, as well as the outbuildings, fences, and all the property belonging to the school estates be not unnecessarily defaced, or in any manner injured by the pupils; and they shall be held responsible for any want of neatness or cleanliness about the school-houses and premises generally, and the outhouses in

particular. In case any injury is done to the school-buildings, fences, or other school property, either by pupils or others, it shall be the duty of the School Board to procure redress.

SECTION 36.—Teachers shall also give careful attention to the ventilation and temperature of their rooms, avoiding extremes of heat and cold, securing change of air regularly at recesses and at the close of sessions, and shall carefully avoid allowing a current of air upon the pupils engaged in study or recitation.

SECTION 37.—Teachers shall not dismiss scholars from school till its close (except as elsewhere provided) without a special request from their parents or guardians, except in cases of evident necessity, of which the teacher shall be the judge. Nor shall they close their schools before the regular time, except in cases of sickness or with the consent of the Superintendent or District Committee.

SECTION 38.—Teachers may detain pupils in the afternoon only, not exceeding thirty minutes after the usual hour for dismission, either for the purpose of discipline or to make up imperfect lessons.

SECTION 39.—No teacher or janitor shall be allowed to procure supplies of any kind for the use of school or school-buildings without an order from the Committee on Supplies or from the Superintendent.

SECTION 40.—Each teacher shall keep the register required by law, and at the close of the term shall place it, correctly filled out, in the hands of the Superintendent. Teachers shall also keep up to date at the end of each school year a correct account of books and supplies furnished them during the year, with disposition of the same, and amount on hand at the end of the year, and they shall place the books provided for this purpose in the hands of the Superintendent, with an estimate of the books and supplies needed for the opening of the next school year. They shall also fill out in due form all the blanks adopted by the Committee or by the Superintendent relating to any feature of their work.

## CHAPTER V.

### EXAMINATIONS AND PROMOTIONS.

SECTION 41.—Written examinations shall be held in all schools of the grammar grade as often, at least, as once a term, the questions to be prepared or approved by the Superintendent, and at any other time, at the discretion of the Superintendent. No teacher shall give an examination without the consent of the Superintendent. In connection with all written examinations, the papers, after having been marked, shall be returned to the pupils, and special pains shall be taken by the teacher to point out at some subsequent recitation the mistakes made by the several pupils in answering the questions.

SECTION 42.—The regular promotion of pupils shall be made at the beginning of the school year, but special promotions may be made at any time whenever the Superintendent may deem it advisable. Any pupil absent without proper reason from any regular examination of his class shall forfeit his standing in the class.

SECTION 43.—Pupils who fall behind in their classes, by reason of absence, indolence, inattention, or inability, may be placed in a lower class at the discretion of their teachers, acting in concurrence with the Superintendent of Schools, the parents of such pupils having been previously informed by the teacher, or by the Superintendent. of the liability of such removal.

SECTION 44.—Written examinations shall be given under the direction of the Superintendent in the highest grade of the grammar school (and to such pupils in the mixed schools as have taken the work of this grade) at the close of each term on the following five subjects, each of which shall be rated as of equal value; grammar, composition and spelling, arithmetic and book-keeping, geography, history and physiology. Marks shall be assigned by the teachers on the daily recitations, and in computing the rank for the year one-half of the marks shall be assigned upon the daily recitations, one-fourth upon the final examination, and one-eighth upon each of the two preceding exam'nations. The questions for the examinations provided for in this section shall be prepared by the Superintendent acting in convention with all the teachers having pupils in this grade, the questions finally decided upon by this convention to be approved by the Trustees or Principal of the Punchard Free School before being given to the pupils. The examination papers shall be marked by the teachers who have pupils taking part in the examination (subject to the revision of the Trustees or Principal of the Punchard Free School), and all the papers in the same study shall be marked by the same study.

The Superintendent shall take special pains to secure uniformity of matter and methods in the teaching of the ninth grade pupils, and for this purpose shall hold frequent conference with the teachers of this grade in meetings to be held as often as he deems necessary.

SECTION 45.—Diplomas of graduation shall be given at the close of the school year to those pupils whose marks computed as above upon the whole year's work average sixty-five per cent or more for the subjects above named, and do not fall below forty per cent in any of those subjects.

SECTION 46.—Examinations shall also be given at the times, and to all scholars in the classes named in the last preceding section on reading and elocution, on drawing and penmanship, and on music; the examinations on the first named subjects to be oral, and the others to be in writing. Any scholar otherwise qualified to receive a diploma, whose average

marks for the year, computed as provided in the last section, amounts to as much as sixty, but to less than sixty-five per cent, shall receive a diploma of graduation if his average marks on the examination provided in this section in any of the three subject (half the marks being assigned on the last examination) amounts to ninety per cent or more.

SECTION 47.—The Superintendent shall also give an examination near the close of the summer vacation, open to every pupil who has failed to receive a diploma of graduation from the grammar schools solely because his mark on some subject or subjects fell below forty per cent, and if the pupil shall at this examination attain the required mark in all subjects in which he has failed, he shall receive the diploma.

## CHAPTER VI.

### MISCELLANEOUS.

SECTION 48.—The Superintendent, teachers, except such as provided below, janitors, and two truant officers shall be elected in June of each year, and all the salaries for the ensuing year shall be fixed at the same time. In regard to teachers the Board adopts the following provision of the Public Statutes, Chap. 313, Acts of 1886. "The School Committee of any city or town may elect any duly qualified person to serve as teacher in the public schools of such city or town during the pleasure of such Committee, *provided* such person has served as a teacher in the public schools of such city or town for a period of not less than one year.

SECTION 49.—The school year shall begin on the second Monday of September, and shall be divided into three terms.

The Fall Term shall end on the Friday before Christmas, and shall be followed by a vacation of two weeks.

The Winter Term shall begin the Monday after New Years, and shall continue until the Friday before Fast Day, and shall be followed by a vacation of one week.

The Spring Term shall begin the Monday after Fast Day, and shall continue to the end of the school year, as provided in Sec. 50.

SECTION 50.—The course of studies for the public schools shall embrace a period of nine grades or years of 38 weeks each. The first three grades shall represent the primary, the next three the intermediate, and the last three the grammar schools.

SECTION 51.—Thanksgiving Day and the remainder of the week, Washington's birthday, Memorial Day, and every Saturday shall be holidays of the schools.

SECTION 52.—Physical exercise shall be given in each school at least once in each session.

SECTION 53.—All school officers when first elected shall be elected on probation for one term. At the end of one term's service, if the trial should prove satisfactory, the Board may proceed to an election for the remainder of the school year.

SECTION 54.—All teachers shall inform themselves as to the regulations of the Board, and co-operate in securing their observance.

SECTION 55.—The pay of temporary substitute teachers shall be at the rate of 75 per cent of the pay of the regular teacher.

SECTION 56.—Cushing's Manual is adopted as the authority for the settlement of all questions of order and parlimentary usage.

# COURSE OF OBSERVATION LESSONS

IN

# BOTANY.

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This Course in Botany involves an examination of about ninety plants of our local flora, leading up, in the ninth grade, to a little work in plant analysis (though this is simply incidental, rather than intrinsically important), and requiring before it is completed the use of a good microscope.

The observation work outlined below is to be supplemented by a reading course, consisting of Seaside and Wayside Series, No. 3, Part 1; Normal Course in Reading, Nos. 3 and 4 (such portions as treat of plant life); Reader in Botany by Miss Newell; and Little Flower People by Miss Hale. Keep a record in each grade of:

1. Month and day on which specimen was brought in.
2. Where found — whether in places wet or dry, high (hillsides) or low, rocky or free from rocks; with evergreen trees or others (deciduous); on land or in water. Exact location determined by name of owner of land, or anything else that will be definite enough.

## FIRST YEAR.

### SPRING TERM.

Crowfoot family:

1. Hepatica, old leaves with flowers, new leaves. Growing specimen in school-room.
2. Anemone (Nemorosa).
3. Buttercup.
4. Marsh Marigold.
5. Wild Columbine.

Have specimens of all these growing in the school-room. Before beginning the study of these plants it would be well to show the pupils some typical flower, either wild or cultivated, containing all the parts.

Teach with every specimen in this grade the following parts of the plant, so far as they are found: Root, stem, branch, leaf, flower, sepal, petal, stamen, pistil. Call attention to the color of parts. Count the petals, sepals, etc. Point out family resemblances. The plants for this grade all belong to the same family. It will please the children to know

that plants, as well as people, have families. Press good specimens of each (entire plant), and review occasionally, during the rest of the year, from the pressed specimens. Have the pressed specimens show fruit as well as flower, and let the specimen be large enough to be seen by the entire school at once. If the amount of work assigned for Spring Term is not enough, do some of the work on leaves outlined below for Fall Term.

## FIRST YEAR.

### FALL TERM.

- Leaves
  - Parts
    - Blade
    - Petiole
    - Stipule
  - Framework
    - Veinlets
    - Veins
    - Ribs
    - Midrib
  - Parts of Grass-leaf
    - Blade
    - Sheath
    - Ligule
  - Venation
    - Net-veined
    - Parallel-veined
  - Margin
    - Entire
    - Serrate

Press specimens of leaves, and review from pressed specimens during the winter. Use Miss Youman's First Book in Botany. Consult Little Flower People.

## SECOND YEAR.

### SPRING TERM.

Review, from fresh specimens, the entire work of the first year.

1. Meadow Rue.
2. Common Barberry. Have the children notice the irritability of the stamens and sensitiveness of the flower.
3. May Apple.
4. Pond Lily (Nymphaea Odorata).
5. Pitcher Plant.

Anther, stigma, style, ovary, pollen.

The children will undoubtedly bring in specimens not mentioned, and want to know what they are. Tell them, and encourage them in every way whenever they do extra work of their own accord. Teach nothing without the specimen. Omit, rather. Keep up the work through the rest of the year, as in first grade, from pressed specimens.

## SECOND YEAR.

### FALL TERM.

- Leaves
  - Margin
    - Serrate
      - Coarsely serrate
      - Finely serrate
    - Lobed
    - Entire
  - Base
    - Heart-shaped
    - Kidney-shaped
    - Clasping
  - Apex
    - Acute
    - Obtuse

Use Miss Youman's First Book.

## THIRD YEAR.

### SPRING TERM.

Review the work of the first two years.

1. Lady's Slipper.
2. Blue-eyed Grass.
3. Blue Flag.
4. Three-leaved Nightshade.
5. Solomon's Seal.

- Exogenous plants
  - Stems (bark, wood, pith).
  - Number of parts of flower (fives or fours).
  - Veining of leaves (netted veined).
- Endogenous plants
  - Stems (no division with bark, wood and pith).
  - Number of parts of flower (usually in threes).
  - Veining of leaves (parallel veined).

Flower; review all terms previously learned, add calyx and corolla.

## THIRD YEAR.

### FALL TERM.

- Leaves
  - Petiole
    - Round
    - Roundish
    - Half-round
    - Long
    - Short
    - Limber
    - Stiff
  - Surface
    - Hairy, glabrous
    - Smooth, rough
    - Shiny, dull
  - Color
    - Light green, dark green
    - Upper surface one color, under another
    - Spotted, striped, brownish, reddish
  - Leaf con.
    - Simple
    - Compound

Miss Youman's First Book, p. 46.

Use only such of these terms as are needed in describing the specimens brought in by the pupils. See the specimen first. Have growing specimens of the new plants indicated for your own grade.

## FOURTH YEAR.

### SPRING TERM.

1. Sweet White Violet.
2. Common Blue Violet.
3. Bird Foot Violet.
4. Yellow Violet.
5. Early Saxifrage.
6. Silvery Cinquefoil.
7. Boxberry (Mitchella repens).
8. Skunk Cabbage.
9. Indian Turnip, some with green spathes and some with variegated.

- Flowers
  - Solitary | Peduncle { Terminal, Axillary }
  - Clustered | Peduncle | Pedicel { Terminal, Axillary }
  - Attitude { Erect, Nodding, Pendulous }

Scape, corm, spadix, spathe.

Miss Youman's First Book, pp. 76–90.

## FOURTH YEAR.

### FALL TERM.

- Compound Leaves
  - Parts { Leaflet, Rachis, Petiolule, Petiole, Stipule }
  - Kinds
    - Pinnate { Abruptly, Unequally, Twice, Thrice }
    - Digitate { Three-fingered, Five-fingered, Seven-fingered }

Miss Youman's First Book, pp. 49–56.

- Shapes of Leaves { Broadest in middle, Broadest at base, Broadest at apex }

## FIFTH YEAR.

### SPRING TERM.

1. Bean (Nature Readers No. 3)
2. Yellow Wood Sorrel
3. Cranesbill
4. Comandra
5. Checkerberry
6. Bluets
7. Sheep's Laurel
8. Common Chickweed
9. Dog's-tooth Violet
10. Common Elder

- Varieties of Inflorescence
  - Head
  - Spike
  - Spadix
  - Cyme
  - Raceme
  - Umbel
- Flower
  - Pistil
    - Stigma
    - Style
    - Ovary | Carpel
  - Stamen
    - Anther
    - Filament
    - Pollen
  - Perianth
    - Corolla | Petal
    - Calyx | Sepal
  - Receptacle

Miss Youman's First Book, pp. 90–106.

## FIFTH YEAR.

### FALL TERM.

- Roots
  - Tap Root
    - Conical
    - Spindle-shaped (fusiform)
    - Turnip-shaped (napiform)
  - Fibrous Roots
  - Underground Stems that might be mistaken for roots
    - Tubers
    - Bulbs
    - Corms
    - Rhizoma

For supplementary reading, Seaside and Wayside, No. 3, Part 1.

Begin here to draw representations of the simpler plants, and continue through the course. Use the material for composition work and spelling lessons.

## SIXTH YEAR.

### SPRING TERM.

1. Pea
2. Painted Cup
3. Avens
4. Arethusa
5. Fringed Polygala
6. Mountain Laurel
7. Mayflower (Arbutus)
8. Strawberry (wild)
9. Blackberry { high / low
10. Raspberry { red / black (thimbleberry)
11. Cranberry
12. Blueberry { high / low
13. Whortleberry
14. Bloodroot

The Seed, Miss Youman's First Book, Chap. VI.

## SIXTH YEAR.

### FALL TERM.

Fringed Gentian (Bryant's poem).

Leaves { Stem leaves / Radical leaves / Arrangement on stem { Alternate / Opposite / Whorled / Sessile / Stipulate / Petiolate / Ex-stipulate

Stem Shapes { Rounded / Compressed / Half-round / Fluted / Acute-angled / Triangular / Square / Five-sided / Four-angled

## SEVENTH YEAR.

### COMPOSITAE.

1. Dandelion
2. Daisy
3. Thistle
4. Marigold
5. Aster
6. Burdock
7. Mayweed
8. Bachelor's Button
9. Boneset
10. Golden-rod
11. Everlasting
12. Wormwood
13. Tansy
14. Yarrow
15. Feverfew, etc., in their season.
16. Lupine

Begin to require the scientific names of plants in this grade. Miss Youman's Second Book, Chap. VII. Add any new points for which there may be time on any of the parts of the plants not covered by this outline; for example, *shapes* of corolla.

Supplementary Reading: Normal Course in Reading; Fourth Reader.

## EIGHTH YEAR.

- Trees
  - Deciduous
    - Elm
    - Maple { soft / hard }
    - Ash
    - Linden
    - Hickory { shagbark / pignut }
    - Oak, Chestnut, Willow { Flowers imperfect }
    - Horse-chestnut
    - Locust
    - Buttonwood, etc., as time permits
  - Evergreen
    - Pine { hard / soft }, Spruce { Flowers with open (gymnospermous) pistil }
    - Cedar { white / red }
    - Hemlock
    - Larch, etc.

Supplementary Reading: A Reader in Botany, Newell; Little Flower People, Hale, first four chapters.

Teachers in this and preceding grade consult Outlines of Lessons in Botany, Newell — here especially, Buds and Branches; Miss Youman's Second Book, Chap. XI.; Gray's Manual.

## NINTH YEAR.

- Ferns
  - Polypodium
  - Aspidium
  - Asplenium
  - Osmumda
  - Adiantum

Club-mosses, horse-tails, mosses, blights, mildews, fungi enough to open up the subject. Geographical distribution of plants. Uses of plants. Relation of plants to animals. Plant analysis. Ten plants. Read, in this connection, Goodale's Concerning a Few Common Plants.

Supplementary Reading: Little Flower People, Chaps. V. and VI.

Reference books for teachers of this grade: Outlines of Lessons in Botany, Newell; Miss Youman's Second Book; Primer of Botany, Knight; Gray's Manual, and other works; Structural and Systematic Botany, Campbell; Guide to the Recognition of Principal orders of Cryptogams, Sargent.

# OUTLINE IN DRAWING.

The following outline in drawing for the Andover schools is based upon the Prang System. The references given in the first and second years are to the "Primary Manual"; in the third and fourth years, to the "Shorter Course."

## FIRST YEAR.

Time, twenty minutes each day.

1st week. The sphere as a whole. Modelling the sphere in clay. Prang's Primary Manual, pp. 15–17.

2d week. The cube as a whole. Modelling in clay. pp. 19–21.

3d week. The cylinder as a whole. Modelling in clay. pp. 22–24.

4th week. Idea of surface, surface of a sphere. Mould object like sphere, as beads, grapes, teapot, etc. pp. 25–27.

5th week. Teach plane surface. Model object like cube, as baskets, boxes, candy, etc. pp. 28–30.

6th week. Surface — round, plane, and curved. Model objects like cylinder, as rolling-pins, candy, etc. pp. 31–33.

7th week. Faces — round, plane, curved. Primary colors. pp. 35–37.

8th week. Shapes of faces, circle, square, oblong. pp. 39–41. Arrangement of primary colors.

9th week. Idea of vertical, horizontal faces. Number of faces to be seen by position. Tablet arrangement. pp. 43–45.

10th week. Kinds of edges. Tablet arrangement. Paper folding diagonals and diameters. pp. 46–48.

11th week. Making circles. pp. 49–51. Secondary colors.

12th week. Tablet arrangement. Stick laying. pp. 52–57. Review of colors.

13th week. Kinds of corners. Making borders. Marginal lines. pp. 58–61.

14th week. Draw object like sphere, naming face corners. Paper folding. pp. 61–64.

15th week. Stick laying. Arrangement of tablets. Paper folding, making a boat, using colored paper.

16th week. Teach parallel faces. pp. 66, 67. Idea of shades and tints.

17th week. View, top and front view. Draw views. pp. 68-72.

18th week. Paper folding, making sled. Color in simple designs.

19th week. Modelling and general review.

20th week. Hemisphere as a whole. Model in clay. Bisect sphere. Draw hemisphere. pp. 75–77.

21st week. Square prism as a whole. Model. Border arrangement alternating. pp. 71–88.

22d week. Triangular prism as a whole. Model and bisect square prism. Draw different views. pp. 79, 80. Border of triangles in shades of color.

23d week. Teach semicircle. Draw its views. Mould object like hemisphere. Paper folding.

24th week. Teach oblong. Draw its views. Model object like square prism. pp. 83, 84.

25th week. Teach triangle, wide oblong. Mould object like triangular prism. pp. 84, 85.

26th week. Draw and mould one-half of an apple. Teach quatrefoil. pp. 87–89.

27th week. Idea of inch. Designs in color. Review primary, secondary colors, shades, tints.

28th week. Draw triangles. Stick laying. Paper folding. pp. 91.

29th week. Angles, right angle. Worsted work.

30th week. Acute angle. pp. 93–97. Worsted work.

31st week. Obtuse angle. pp. 97, 98. Paper folding of fan, etc.

32d week. Definition of circle, square. Paper folding of tents, etc pp. 99, 100.

33d week. Teach perpendicular and oblique edges. Definition of oblong. Worsted work. p. 101.

34th week. Definition of triangle. Paper folding. pp. 103, 104.

35th week. Review the six solids. Mould them and objects like them.

36th week. Review by drawing different views of the six solids.

37th week. Review lessons on color by means of simple designs and worsted work.

38th week. General review and paper folding.

## SECOND YEAR.

1st week. Ellipsoid as a whole. Model. Teach diameter and centre of circle. pp. 115, 116.

2d week. Ovoid as a whole. Model. Teach diagonals and diameters of a square. pp. 117, 118.

3d week. Equilateral triangular prism as a whole. Model. Paper cutting. pp. 118, 119.

4th week. Draw ellipse. Mould object like ellipsoid, and draw it. pp. 120, 121.

5th week. Teach oval and draw it. Mould objects like ovoid, as acorn, egg, and draw them. p. 122.

6th week. Draw views of the triangular prism. Tablet arrangement. Teach vertex and base of triangle. pp. 122–125.

7th week. Mould leaves on tablets of clay. Teach long and short diameters of an ellipse. pp. 126, 127.

8th week. Oval leaves, draw them. Mould in clay. Review lesson in color. pp. 128, 129.

9th week. Kinds of triangles, right-angled triangle, equilateral triangle, right triangular prism. Paper cutting. pp. 129, 130.

10th week. Draw square on diagonals. Bisect lines. Make tablets of clay and build upon them. pp. 132, 133.

11th week. Trisect lines. Greek cross. Model hat. pp. 133, 134.

12th week. Quadrisect lines. Make evenlope. Simple dictation exercise. pp. 134, 135.

13th week. Idea of proportion. Model leaf on tablet. Paper folding. pp. 137–139.

14th week. Teach axis of symmetry. Lesson on tertiary colors. pp. 140, 141.

15th week. Nine solids in review. Making from paper. pp. 142, 143.

16th week. Review by moulding. Colored designs.

17th week. Teach idea of line. Paper folding and tablet arrangement.

18th week. Review by drawing.

20th week. Without objects make cube of paper. Draw different views of models. Teach rosette. pp. 150, 151.

21st week. Simple dictation. Mould fruit and color it.

22d week. Paper cutting. Making ellipse. Simple dictation, quatrefoil.

23d week. Draw views of objects. Model leaves on tablets.

24th week. Symmetry. Proportion. Lesson on colors. pp. 156–158.

25th week. Cone as a whole. Model. Draw views of cone. Vertex, base. Design in colors. pp. 160, 161.

26th week. Pyramid as a whole. Model in clay. Paper cutting. pp. 161, 162. Draw different views of pyramid.

27th week. Vase forms. Model in clay. Reversed curves. Teach trefoil. pp. 163, 164.

28th week. Draw views of cone and pyramid. Teach isosceles triangle, axis. Paper folding and drawing. pp. 165–169.

29th week. Truncated cone, concentric circles. Draw objects like truncated cone. pp. 171, 172. Lesson on color. Model cone.

30th week. Truncated pyramid. Model. Draw objects like it. Vase forms. Paper cutting. pp. 172–174.

31st week. Review by modelling the solids in clay.

32d week. Review by drawing different views of the solids.

33d week. Review lessons on color. Colored designs.

34th week. Simple dictation exercises. Mould designs from leaves in clay.

35th week. Review paper work. Colored designs.

36th week. Review arrangements used in designing. Model vase forms.

37th week. Drawing of ellipse, circle, etc. Paper safe.

38th week. General review of two year's work.

## THIRD YEAR

1st week. Circular movement. Horizontal and vertical lines.

2d week. Draw square, its diagonals and diameters. Bisect, trisect, and quadrisect lines of the square.

3d week. Study of hemisphere. Draw different views of the hemisphere. Prang's Shorter Course, pp. 8, 9. Drawing lines of different lengths.

4th week. Teach diameter and centre of circle. Draw different views. Primary colors. pp. 10, 11.

5th week. Lesson on the apple. Lesson on paper folding and cutting.

6th week. Simple dictation in square and circle. Primary colors, coloring square, circle, etc.

7th week. Study of a fan. Teach axis, arc. Draw outline of fan. pp. 14, 15.

8th week. Division of lines. Draw circles, squares, semicircles; color with primary colors.

9th week. Lesson on the shield. Draw its outline. pp. 16, 17. Simple dictation in circle or square.

10th week. Drawing of triangles. Simple design in triangle. Lesson on color.

11th week. Lesson on angles, paper folding, and cutting.

12th week. Teach repetition in a straight line by means of simple borders. Draw simple group of apples. pp. 18, 19.

13th week. Repetition about a centre quatrefoil. Draw quatrefoil in square. pp. 20, 21.

14th week. Greek cross. Secondary colors. p. 22. Simple border.

15th week. Latin cross. Paper folding and cutting. Review drawing of squares, circles, triangles, quatrefoil.

16th week. Maltese cross. Review the three, and color with secondary colors.

17th week. Dictation exercise in triangle and quatrefoil. Pattern of cube. pp. 24, 25.

18th week. Making of box. Draw different views of box. p. 26.

19th week. Simple dictation. Review the lesson on shield, and color it.

20th week. A leaf from nature. Teach apex, ribs, midrib, margin. Draw it. Review division of lines of different lengths. p. 27.

21st week. Review of dictation exercises. Simple borders. Paper folding and cutting.

22d week. Reversed curves. Lesson on harmony of color.

23d week. Reversed curves making vase forms. Paper cutting.

24th week. Lesson on simple leaf. Making simple design in quatrefoil or for border.

25th week. Simple group of leaves or fruit based upon forms studied. Paper cutting.

26th week. Box making. Reversed curves. Draw different views of box.

27th week. Simple design in paper cutting, draw and color it. Review of lessons on color.

28th week. Draw simple objects based upon models studied. Paper cutting.

29th week. Simple dictation. Color with two or three colors.

30th week. Lesson on leaves. Conventional form. Original design.

31st week. Vase forms in horizontal position. Review on curved lines.

32d week. Dictation in curved lines. Idea of symmetry.

33d week. Paper cutting, using conventional form. Draw and color.

34th week. Review models used. Draw them in simple groups and their different views.

35th week. Review designs and dictation exercises.

36th week. Review kind of lines. Division of lines.

37th week. Review paper cutting and folding. Lessons on color.

38th week. General review.

## FOURTH YEAR.

1st week. Review on lines, straight and curved. Division of lines.

2d week. Drawing of two faces of cube. Practice in sighting objects with ruler and pencil.

3d week. Teach oblong. Draw cube. Review angles.

4th week. Teach parallel faces from cube. Draw three views of cube.

5th week. Teach parallel and perpendicular edges. Sight objects. Proportion.

6th week. Draw views of circle, oblong, square. Simple borders. Review lesson on color of the third year.

7th week. Make square prism. Draw three views.

8th week. Draw cube and square prism, seeing two faces. Paper folding.

9th week. Making and drawing of envelope. pp. 38, 39. Secondary colors in different shaped oblongs.

10th week. Making box-like square prism. Draw the box seeing two faces. Its three views.

11th week. Teach different forms of envelopes. Drawing of a potato. pp. 39–41.

12th week. Draw cube, sphere, and square prism in different positions.

13th week. Reversed curves based upon division into thirds, fourths, sixths, careful attention given to balancing. Harmony of secondary and primary colors.

14th week. Study of a bowl. pp. 42, 43. Draw some simple fruit or vegetable.

15th week. Teach unit of design. Design in square. Simple form of moulding. Paper cutting, using a unit of design. pp. 46, 47.

16th week. Colored design in circle. Making of some simple object, as round box, etc.

17th week. Simple form of moulding. Square leaved quatrefoil. Axis of symmetry. Paper folding.

18th week. Drawing of three faces of cube and square prism.

19th week. Simple group of models. Dictation exercises. Review color.

20th week. Simple group of objects like models arranged in different ways.

21st week. Original design, using a conventional form as unit in a triangle, oblong, or quatrefoil.

22d week. Vase forms. Teach profiles, altitude of curve. Color vase forms, using more than one color. p. 51.

23d week. Leaf from nature pp. 52, 53. Simple group of fruit or vegetables.

24th week. Conventional flower and leaf forms.

25th week. Group of models. Paper cutting and folding, making common objects.

26th week. Teach octagon. Original designs, using conventional flower forms as unit.

27th week. Color designs of 26th week. Group of objects based on forms studied.

28th week. Vase forms. Paper cutting. Different views of some common object.

29th week. Drawing of cube, sphere, square prism, hemisphere in group.

30th week. Original design, some simple unit being given. Octagon, quatrefoil triangle.

31st week. Paper cutting and folding. Lesson on color.

32d week. Study of leaves. Conventional forms given and drawn.

33d week. Dictation exercise in curved lines. Review lessons in color.

34th week. Review models draw and objects based upon models.

35th week. Review paper cutting and common objects made.

36th week. Review designs and dictation exercises.

37th week. Review conventional forms and lessons on color.

38th week. General review.

## FIFTH YEAR.

Lesson three times a week, thirty minutes each day. Prang's Shorter Course, pp. 45–88.

1st week. Ellipsoid. Ellipse, its diameters. Group of models used in 4th year.

2d week. Three views of ellipse. Oval. Draw cylinder.

3d week. Three views of ovoid. Draw cylinder and square prism. Dictation exercise.

4th week. Make triangular prism. Draw cylinder, square prism. Simple border.

5th week. Three views of triangular prism. Draw simple group. Lesson on primary and secondary colors.

6th week. Kinds of triangle. Sighting objects. Draw three faces of cube, angles unequal. Dictation exercise.

7th week. Make the cylinder. Draw cylinder, square prism, cube, sphere. Teach rosette.

8th week. Three views of cylinder. Draw rectangular prism, angles unequal. Simple pattern for surface covering.

9th week. Make circular box with cover. Draw tumbler and bowl. Simple figure to use on surface decoration.

10th week. Three views of box. Group of apples. Lesson on harmony of color.

11th week. Make cone. Rectangular prism, cube, sphere. Simple ornament. Hues.

12th week. Draw views of cone, cylinder, square prism. Simple ornament in triangle.

13th week. Make pyramid, cylinder, square prism, cube, sphere. Oblong quatrefoil.

14th week. Draw views of pyramid. Pitcher like cylinder and tumblers. Simple design in quatrefoil.

15th week. Make square prism, triangular prism, and cube. Original design for surface decoration. Tertiary colors.

16th week. Make baskets. Group of vegetables or fruit. Ornament.

17th week. Make baskets. Simple group of models. Same ornament colored.

18th week. Views of baskets. Hemisphere. Simple arrangement in oblong quatrefoil.

19th week. Making of some simple object. Hemisphere. Conventional flower forms.

20th week. Review views of models, cube, hemisphere, cylinder in group. Simple colored design.

21st week. Paper cutting, using ornament as pattern. Reversed curves. Lesson on harmony.

22d week. Brackets. Vase forms. Ornament. Lesson on color.

23d week. Brackets. Pitcher and glasses. Conventional flower forms.

24th week. Making simple object. Fruit and vegetables. Original colored border.

25th week. Making simple objects and plans. Group of six models. Ornaments.

26th week. Reversed curves. Group of six models. Original design for surface covering colored.

27th week. Paper cutting. Group of home models. Dictation exercise.

28th week. Draw triangles, quatrefoils. Group of models. Lesson on color in rectangles.

29th week. Circle, ellipse, square. Vase forms with other models. Dictation exercise.

30th week. Views of models. Group home objects. Conventional flower form in simple design.

31st week. Making simple objects. Draw book. Lesson on color.

32d week. Review objects made and views drawn.

33d week. Review models drawn.

34th week. Dictation exercises. Groups of fruit.

35th week. Review ornaments. Lessons on color.

36th week. Review home objects. Groups of vegetables.

37th week. Review original designs. Lessons in color.

38th week. General review.

## SIXTH YEAR.

1st week. Exercises in straight lines, curved lines, reversed curves. Group of models used in fifth year.

2d week. Plan and views of cube and cylinder. Draw cone. Dictation exercise.

3d week. Plan of cone. Four views of cone. Draw pyramid. Simple design, unit given.

4th week. Plan and views of pyramid. Pyramid and cone. Lesson on color.

5th week. Plan and views of hollow cylinder. Draw hollow cylinder. Simple design colored.

6th week. Lamp shade make. Draw hollow cylinder, cone, pyramid. Conventional leaf forms.

7th week. Plan and views of circular plinth. Draw it. Make border, using leaf as unit.

8th week. Plan and views of square plinth. Draw it. Ornament.

9th week. Plan and views of box Vase forms with circular plinth. Lessons on color

10th week. Plan and views of slate. Draw cone, pyramid, square plinth. Teach spiral.

11th week. Plan and views of book. Draw object like cone. Lesson on spiral.

12th week. Plan and views of simple object. Draw cups, tumblers. Spiral in design.

13th week. Make hexagonal prism. Draw group. Ornament.

14th week. Plan and views of hexagonal prism Vase forms with other objects. Ornament in design.

15th week. Plan of book. Group of common objects. Dictation in curved lines.

16th week. Views of vase. Draw book. Lesson on color.

17th week. Review of plans. Draw open book. Ornament.

18th week. Plan of simple object. Group of books. Ornament in design.

19th week. Plan of cross. Group of vases. Lesson on color.

20th week. Make cross. Draw it and circular plinth. Conventional leaf.

21st week. Make common object. Draw cross and cone. Leaf in border.

22d week. Group of home objects. Lesson figures for designs.

23d week. Make some simple object. Draw books. Leaf forms.

24th week. Draw views of simple house. Simple group of models Lessons on color.

25th week. Views of house. Group of six models. Leaf in design.

26th week. Make house. Home objects. Ornament.

27th week. Make house. Group of four models. Ornament used in surface decoration.

28th week. Views of frustum of cone. Cross, square plinth, cone. Conventional flower form.

29th week. Frustum of pyramid. Home objects. Branch of simple leaves.

30th week. Make simple object. Simple group of books. Design for surface covering.

31st week. Finish object. Group of models. Color design.

32d week. Branch of leaves. Lesson on color.

33d week. Review plans.

34th week. Review views of objects.

35th week. Review models drawn.

36th week. Review ornaments drawn, and lessons on color.

37th week. Review designs made.

38th week. General review.

## SEVENTH YEAR.

1st week. Exercises in reversed curves, ellipses, circles. Simple group of models.

2d week. Make triangular pyramid. Draw vase. Simple dictation.

3d week. Plan and views of triangular pyramid. Vase in different positions. Lesson on color.

4th week. Make hexagonal prism. Draw it. Dictation exercise.

5th week. Plan and views of hexagonal prism. Draw rectangular prism, top above level of the eye. Simple design.

6th week. Plan and views of square plinth turned at angle of 45°. Cube above level of the eye. Lesson on color.

7th week. Plan and views of hollow cylinder. Hexagonal prism, cube, sphere. Pattern for carpeting.

8th week. Make hexagonal pyramid. Cylinder above the eye. Pattern for carpeting.

9th week. Views of pyramid. Group of models. Ornament.

10th week. Plan of simple object. Cylinder, hexagonal prism, cube, sphere. Lesson on color.

11th week. Make pattern of skeleton square. Different groups of models used in fifth and sixth years. Design for carpet.

12th week. Make square. Vase forms. Original design in octagon.

13th week. Pattern for skeleton triangle. Draw the square. Lesson on color.

14th week. Make triangle. Draw square and vase. Ornament.

15th week. Pattern for skeleton hexagon. Draw triangle. Original design in pentagon.

16th week. Make hexagon. Draw triangle, square, vase. Lesson on color.

17th week. Plan of simple object. Group of simple objects. Ornament.

18th week. Problem 1. Plan of skeleton circle. Cylinder, prism, square, hexagon. Ornament in design.

19th week. Problem 2. Make circle. Vase above level of eye. Pattern for wall-paper.

20th week. Problem 3. Home objects. Lesson on color.

21st week. Problem 4. Group of six models. Flower or leaf forms.

22d week. Problems 5 and 6. Draw cross, skeleton square, square plinth Flower form in design.

23d week. Problem 7. Plan of simple object. Leaf forms in carpet design.

24th week. Problems 8 and 9. Fruit colored design.

25th week. Problems 10 and 11. Vegetables. Ornament.

26th week. Problems 12 and 13. All models in group. Design for wall-paper.

27th week. Problem 14. Plan of simple object. Finish group. Lesson on color.

28th week. Problems 15, 16, 17. Group of fruit. Ornament.

29th week. Problems 18, 19, 20. Group of home objects. Flower forms.

30th week. Plan of simple object. Flower forms in design.

31st week. Problems 21, 22, 23, 24. Review models. Carpet design in color.

32d week. Plan of simple object. Home objects. Ornament.

33d week. Make object. Ornament in design. Color.

34th week. Review objects drawn.

35th week. Review designs and lessons on color.

36th week. Review object made.

37th week. Review plans and views.

38th week. General review.

## EIGHTH YEAR.

1st week. Problems 1, 2. Cube and sphere. Lesson on color.

2d week. Problems 3, 4. Draw prism. Cube, sphere, and prism in group. Ornament.

3d week. Prob. 5, 6. Cylinder. Cube, sphere, prism, and cylinder in group. Lesson on color.

4th week. Problems 7, 8. Triangular prism. Prism, cylinder, and triangular prism in group. Design.

5th week. Problems 9, 10. Hemisphere. Triangular prism, cylinder, hemisphere in group. Lesson on color.

6th week. Problems 11, 12. Vase. All the models in group. Design.

7th week. Problems 13, 14. Vase. Design for carpet.

8th week. Problems 15, 16. Cup. Vase, cup, prism, in group. Carpet design.

9th week. Problems 17, 18. Square plinth. Vase, cup, square plinth in group. Design for tiles.

10th week. Problems 19, 20. Circular and square plinth, cup in group. Ornament.

11th week. Problems 21, 22. Pyramid. Circular plinth and pyramid. Ornament in design.

12th week. Problems 23, 24. Cone, pyramid, circular plinth, square plinth. Carpet design and ornament.

13th week. Problems 25, 26. Hexagonal pyramid, cone. Lesson on color.

14th week. Problems 27, 28. All models in review. Flower forms.

15th week. Problems 29, 30. Skeleton triangle. Flower forms in design.

16th week. Problems 31, 32. Triangle, square, cone. Ornament.

17th week. Problems 33, 34. Hexagon, square, triangle, pyramid, cone. Ornament in design.

18th week. Problems 35, 36, 37. Review of models. Flower forms.

19th week. Review problems. Hexagonal prism. Design for plate.

20th week. Plan of objects. Spool, triangle, square.

21st week. Plan of objects. Spool, circle. Ornament.

22d week. Plan of objects. Home objects. Design for panel, using ornament.

23d week. Plan of objects. Fruit. Carpet design. Color panel.

24th week. Plan of objects. Review of models. Ornament.

25th week. Plan of objects. Home objects. Flower forms in design for carpet.

26th week. Plan of objects. Fruit. Lesson on color.

27th week. Plan of objects. Vegetables. Ornament to be used in design for panel.

28th week. Plan of objects. Home objects. Color design for panel.

29th week. Plan of objects. Vegetables. Flower forms.

30th week. Plan of objects. Home objects. Ornaments.

31st week. Plan of objects. Review of models. Ornament in design.

32d week. Review of plans.

33d week. Review of problems.

34th week. Review of models.

35th week. Review of lessons in color.

36th week. Review of ornaments.

37th week. Review of designs.

38th week. General review.

## NINTH YEAR.

1st week. Review models in eighth year. Notes in designing.

2d week. Shading the cube. Notes on light and shade. Simple design.

3d week. Problems 1, 2, 3. Lesson in color. Shading the square prism.

4th week. Problems 4, 5, 6. Ornament and notes in designing. Shading of the cylinder. Notes on shading.

5th week. Problems 7, 8, Ornament used in design for surface covering. Sphere shaded.

6th week. Problems 9, 10. Lesson in color. Ornament. Sphere shaded

7th week. Problems 11, 12. Design for surface covering. Notes on shading and designing.

8th week. Problems 13, 14. Flower forms in a design. Shading of cone.

9th week. Problems 15, 16. Lesson in color. Notes on color. Shade cones in simple group.

10th week. Problems 17, 18. Shade pyramid and cube. Design for carpet, unit being given.

11th week. Problems 19, 20. Shade pyramid and square plinth. Ornament.

12th week. Lesson in color. Problems 21, 22. Flower forms.

13th week. Problems 23, 24. Colored design. Shade the cross.

14th week. Problems 25, 26. Ornament. Shade cross.

15th week. Problems 28, 29. Notes on each subject.

16th week. Review the problems. Design for cup and saucer. Shade a simple group.

17th week. Problems 30, 31. Ornament to be used in design for carpet. Finish group of 11th week.

18th week. Problems 32, 33, 34. Lesson on color. Shade group of home objects.

19th week. Problems 35, 36. Design in color. Notes on light and shade.

20th week. Problems 37, 38, 39, 40. Notes on ornament, color, designing. Shade group.

21st week. Problems 40, 41, 42. Design for plate and carpet. Notes on light and shade.

22d week. Problems 43, 44, 45. Colored design. Home objects shaded.

23d week. Problems 46, 47, 48. Flower forms for design. Drawing of group.

24th week. Problems 49, 50, 51. Shading of group.

25th week. Problems 52, 53, 54. Notes on designing. Drawing of different groups.

26th week. Problems 55, 56, 57. Flower forms in design for home objects. Shade some fruit, as oranges.

27th week. Problems 58, 59, 60. Lesson in color. Finish group of fruit.

28th week. Review first ten problems Notes on ornament. Review notes on light and shade.

29th week. Review problems 10–25. Colored design. Drawing of group of fruit.

30th week. Problems 25–40. Carpet design. Shade fruit.

31st week. Problems 40–60. Colored design. Finish fruit.

32d to 38th weeks. Review the entire work for the year.

# COURSE OF STUDY.

## PRIMARY DEPARTMENT.

### THIRD GRADE.

(FIRST YEAR.)

READING. — Reading exercises from the black-board. Monroe's Chart, New Franklin Primer and First Reader. Phonic exercises. Teach by the sentence and thought method; use objects, pictures, and sketches upon the board. Lead the children to talk freely about the lesson. Pay particular attention to *tones and inflections*. Teach Phonics.

NUMBER. — Develop the idea of number to 10 by the use of objects. Notation and numeration to 10. Teach the pupils to combine numbers (using objects) in any way that will make the required number. Add, subtract, multiply, and divide to 10. When they have learned the combination, they may make the figures and tables upon the slate. Practise addition in columns. Separate numbers into equal and unequal parts. Teach them the use of and *to use* $+, -, \times, \div, =$. Teach to count to 100. Begin to talk about $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc. Use objects when necessary.

GEOGRAPHY. — Preparation for the study of Geography should be made in this grade by frequent conversational lessons on time, place, direction, and description of familiar things and places.

SPELLING. — Words from the reading lesson to be spelled both by sound and by letter.

WRITING. — Letters and short words to be written on ruled slates from copy on board. Insist on correct position and the proper manner of holding the pen. Make "movement exercises" an especial feature in your instruction.

CLAY MODELLING AND DRAWING. — Prang system with special teacher. Have pupils mould the sphere, cube, cylinder, hemisphere, square prism, and right-angled triangular prism: and draw the circle, square, semicircle, parallelogram, triangle, etc.

MUSIC. — As conducted by special teacher. Also easy songs.

PHYSIOLOGY. — Parts of the body and movement.

Physical Exercises. — Calisthenic or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

Elementary Science. — Botany and Zoölogy. Two talks weekly.

## SECOND GRADE.

### (second year.)

Reading. — New Franklin Second Reader. Phonic Exercises and Spelling. Classify words according to similar sounds; cat, hat, rat; man, pan, ran; run, sun, etc. Teach them the names of the punctuation marks as they occur in the Reader. Practise sight-reading from supplementary Reader. Insist on distinct utterance, and on easy and natural expression.

Number. — Review numbers from 1 to 10, and advance to 30. Continue the combination and separation of numbers, using the figures and signs $+$, $-$, $\times$, $\div$, $=$. Separate numbers into equal and unequal parts. Continue the use of the fractional parts $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. Give many examples, as follows: John has 4 apples and James has 3 apples; how many have both? What cost 4 lemons at 5 cents each? Give many exercises in completing the equation; as, $7 - (?) = 5$. Three 2's $=$ (?). $8 - 3 =$ two 2's $+$ (?). Drill the class in rapid slate-work; as $3 + 7$, or $4 + 6$, or two 5's, or 4 plus 3 plus 3. The pupil thinks the answer, and at a signal writes it upon the slate. Exercise the class much in column work. Have the class make original examples. No *careless* work should be allowed. Teach the Roman numerals to M. Teach the Multiplication table to the sixth line. Notation and numeration to 5000.

Geography. — Preparation for the study of Geography shonld be made in this grade by frequent conversational lessons on time, place, direction, and description of familiar things and places. Local Geography. Map of Andover, its industries, institutions, etc.

Spelling. — Spell by letter and sound words from reading lessons.

Writing. — Writing of short sentences and capital letters on ruled slates from copy on board. Insist on correct position. No careless work should be allowed. Movement exercises to be an especial feature of the lesson.

Clay Modelling and Drawing. — Prang's System. Mould in clay the ovoid, ellipsoid, equilateral triangular prism, cone, square pyramid, and vase form. Let these solids suggest forms to be drawn. (See Drawing, Third Grade.)

Music. — As directed by special teacher. Also easy songs.

PHYSIOLOGY. — Oral instruction. Organs of sense.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELEMENTARY SCIENCE. — Botany and Zoölogy. Two talks weekly.

## FIRST GRADE.

### (THIRD YEAR.)

READING. — Franklin's Advanced Second Reader. Phonic exercises and spelling. Give much attention to vocal expression at every step in the work. Never accept improper utterance of any kind. Practise sight-reading from supplementary Readers.

NUMBER. — Review numbers from 1 to 30, and advance to 100. Find all the weak places, and strengthen them. Continue rapid slate-work. Give many practical examples. Practise rapid column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers continued. Teach notation and numeration to 1,000,000. Have the pupils use the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. Use U. S. money, liquid and dry measure; in applying numbers teach these tables objectively. Also teach the table of time, and use the denominations of inches, feet, yards, etc. Teach Multiplication table to $12 \times 12$. Dictate mental exercises in the four rules. Count, add, and subtract, by twos, threes, fours, etc.

GEOGRAPHY. — Oral instruction in Geography as in First and Second Grades. Also Map of Essex County, and Map of Massachusetts.

SPELLING. — Spell by letters and sound words in reading lessons.

WRITING. — Write on ruled slates from copy on board. Insist on correct position. No careless work should be allowed. Movement exercises to be an especial feature.

DRAWING. — Prang's. As directed by special teacher.

MUSIC. — As directed by special teacher. Also easy songs.

PHYSIOLOGY. — Oral instruction. Parts of body. Movement. Uses and health of parts.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELEMENTARY SCIENCE. — Botany and Zoölogy. Two lessons weekly.

## INTERMEDIATE DEPARTMENT.

### THIRD GRADE.

(FOURTH YEAR.)

READING. — New Franklin Third and Advanced Third Readers. Phonic exercises and spelling. Never accept improper utterance of any kind. Strive for natural expression. Supplementary reading.

ARITHMETIC. — Bradbury's Eaton's Elementary Arithmetic (Part 2) to Decimals, p. 163.

GEOGRAPHY. — Warren's Primary Geography, pp. 1–42.

SPELLING. — Swinton's Word Book, pp. 1–22.

WRITING. — The Normal Review System. Make movement exercises a specialty.

LANGUAGE. — Writing from pictures. Use of capitals and punctuation. Writing of different kinds of sentences.

DRAWING. — Prang's. As directed by special teacher.

MUSIC. — As directed by special teacher. Also easy songs.

PHYSIOLOGY. Oral instruction: muscles, bones, etc.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day. The Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELEMENTARY SCIENCE. — Botany and Zoölogy. Two lessons weekly.

### SECOND GRADE.

(FIFTH YEAR.)

READING. — New Franklin Fourth Reader. Practise sight reading from supplementary Readers.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, to p. 73. Eaton's Intellectual Arithmetic, to p. 75.

GEOGRAPHY. — Warren's Primary Geography, from p. 42 through the book.

SPELLING. — Swinton's Word Book, pp. 23–36.

WRITING. — The Normal Review System. Movement exercises a specialty.

LANGUAGE. — Oral Instruction. Names, and how to write them. The statement. The two parts of a statement. *A*, *an*, and *the*, — when to use *a*, and when *an*. The inquiry. The command. Words that express quality, and words that express action. Easy punctuation. Letter writing: the parts of a letter, such as the heading, the address, the body, the subscription, the superscription, etc. Writing from pictures.

DRAWING. — Prang's. As directed by special teacher.

MUSIC. — As directed by special teacher. Songs, etc.

PHYSIOLOGY. — Oral instruction: The circulation: arteries, veins, etc.

PHYSICAL EXERCISES. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELEMENTARY SCIENCE. — Botany and Zoölogy. Two lessons weekly.

## FIRST GRADE.

### (SIXTH YEAR.)

READING. — New Franklin Fourth Reader. Practise sight reading from supplementary Readers.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, pp. 73–102, and Review. Eaton's Intellectual Arithmetic, pp. 75–93.

GEOGRAPHY. — First half of the year review Warren's Primary Geography, and last half, Warren's Common School Geography to p. 19.

SPELLING. — Swinton's Speller, pp. 37–64.

WRITING. — The Normal Review System. Movement exercises a specialty.

LANGUAGE. — Mary F. Hyde's Practical Lessons in the Use of English, First Book.

DRAWING. — Prang's. As directed by special teacher.

PHYSIOLOGY. — Child's Health Primer.

PHYSICAL EXERCISE. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELEMENTARY SCIENCE. — Botany and Zoölogy. Two lessons weekly.

## GRAMMAR DEPARTMENT.

### THIRD GRADE.

(SEVENTH YEAR.)

READING. — New Franklin Fifth Reader. Sight reading from supplementary works. Wayside and Seaside, and Woods' Natural History Reader.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, pp. 102–160. Eaton's Intellectual Arithmetic, from Section V. to p. 109.

GEOGRAPHY. — Warren's Common School Geography, pp. 19–60. Draw maps of North America and the United States.

SPELLING. — Swinton's Word Book, pp. 64–90.

WRITING. — The Normal Review System. Movement exercises a specialty.

LANGUAGE. — Southworth and Goddard's Grammar.

DRAWING. — Prang's. As directed by special teacher.

MUSIC. — Staff Intervals. Teach all music on first thirty-four pages of New Third Music Reader.

PHYSIOLOGY. — Palmer's Hygiene for Young People, first ten chapters.

PHYSICAL EXERCISE. — Calisthenic or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

ELMENTARY SCIENCE. — Botany and Mineralogy. Two lessons weekly.

### SECOND GRADE.

(EIGHTH YEAR.)

READING. — New Franklin Fifth Reader. Part Second. Supplementary reading. Wayside and Seaside, and Woods' Natural History Reader.

ARITHMETIC. — Bradbury's Eaton's Practical Arithmetic, pp. 160–217. Review Common and Decimal Fractions, United States money, and Compound Numbers. Eaton's Intellectual Arithmetic, pp. 109–139.

GEOGRAPHY. — Warren's Common School Geography, pp. 60–94.

Spelling. — Swinton's Word Book, pp. 90–118.

Writing. — The Normal Review System. Movement exercises, etc.

Elementary Science. — Botany, Mineralogy, and Zoölogy. Two lessons weekly.

Language. — Southworth and Goddard's Grammar.

Drawing. — Prang's. As directed by special teacher.

Music. — Three-part singing from New Third Music Reader, Book II. The voices to be carefully examined, and permanently arranged for the year.

Physiology. — Palmer's Hygiene for Young People, from Chapter x. to the end, and review.

History. — Grammar School History, first half of book.

Physical Exercise. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

## FIRST GRADE.

(NINTH YEAR.)

Reading. — New Franklin Fifth Reader. Sight reading from supplementary works. Nature Readers, Seaside and Wayside, and Woods' Natural History Reader.

Arithmetic. — Bradbury's Eaton's Practical Arithmetic, pp. 217–269. Eaton's Intellectual Arithmetic completed, from p. 139.

Geography. — Warren's Common School Geography, pp. 94–115, and Review. Map drawing.

Spelling. — Swinton's Word Book, p. 118 to end. Words from other studies.

Writing. — The Normal Review System. Movement exercises a special feature.

Drawing. — Prang's. As directed by special teacher.

Language. — Southworth and Goddard's Grammar.

Music. — Three and four part songs from New Fourth Music Reader.

Physiology. — Hutchinson's Laws of Health. One lesson weekly. Use Yaggy's Chart.

History. — Grammar School History, last half of book, and review.

Physical Exercise. — Calisthenics or gymnastic exercises from five to ten minutes each half day. Ling System.

See that you have *pure* air. Let there be promptness, order, and exactness in all the movements. Do not attempt too much at any one time.

Book-keeping. — Meservey's Single Entry.

Elementary Science. — Botany, Zoölogy, and Mineralogy. Two lessons weekly.

# REPORT

OF THE

# PUNCHARD FREE SCHOOL.

# PUNCHARD FREE SCHOOL.

## PRINCIPAL'S REPORT.

TO THE TRUSTEES OF PUNCHARD FREE SCHOOL.

Gentlemen: This Report is for the school year ending June 18, 1891, and so far as purely statistical matters are concerned covers that period only. In other matters I shall speak of some things that have happened since the opening of the present school year.

### TERMS.

FALL TERM, from September 8, 1890, to December 19, 1890.
WINTER TERM, from January 5, 1891, to March 20, 1891.
SPRING TERM, from April 6, 1891, to June 18, 1891.

### SCHOOL STATISTICS.

| | Fall Term. | Winter Term. | Spring Term. |
|---|---|---|---|
| Length of School, in days, | 75 | 55 | 55 |
| Average membership, | 77.5 | 79 | 72 |
| Average attendance, | 75 | 74 | 67.5 |

| | |
|---|---|
| Length of School Year, | 37 weeks. |
| Number of different pupils attending during the year, | 83 |
| Number of different pupils not enrolled in some other school in town, | 83 |
| Number over 15 years of age, | 58 |
| Number between 8 and 14, | 25 |
| Average membership for the year, | 76 |
| Average attendance for the year, | 72 |

## ROLL OF HONOR.

Pupils who have not been absent or tardy.

### FALL TERM.

Hardy, Louise
Piddington, Jennie U.
Ryder, Winnie M.
Bell, Stewart
Cole, Maud M.
Perkins, Anna K.
Ramsdell, Atherton R.
Roberts, J. Percy
Baldwin, Charles
Abbott, Alice
Abbott, Leslie
Burtt, Gertrude
Burtt, Grace
Daley Jerry J.
Eames, Charles H.
Holt, Gertrude E.
Remington, Aug. J.
Stott, Ethel
Murphy, Timothy
Birnie, Otis
Colquhoun, Hattie
Donovan John J.
Donald William T.
Gleason, James E.
Higgins, Bertha
Hardy, Edith
Phelps, George T.
Roberts, Gertie A.
Smith, Agnes
Whittemore Fred
White, Richard
Hussey Edward
Noyes, John L.
Nims, M. Harlan

### SPRING TERM.

Piddington, Jennie U.
Ramsdell, Atherton R.
Roberts, J. Percy
Baldwin, Chas.
Burtt, Gertrude
Burtt, Grace
Eames, Charles H.
Remington, Aug. J.
Cunningham, Nellie
Donald, Wm. T.
Gleason, James E.
Hardy, Edith
Phelps, George T.
Roberts, Gertie A.
Smith Lewis
Whittemore, Fred.
White Richard

WINTER TERM.

Hardy, Louise
Piddington Jennie U.
Bell, Stewart S.
Cole, Maud M.
Gay, Florence
Perkins Anna K.
Ramsdell, Atherton R.
Roberts, J. Percy
Abbott, Alice
Abbott, Leslie
Baldwin, Chas.
Burtt Grace
Daley, Jerry J.
Stott, Ethel
Cunningham, Nellie
Feeny, Winnie
Gleason, James E.
Holt, Harry H.
Hardy, Edith
Roberts, Gertie A.
Smith, Agnes
Smith, Lewis

Nims H. Harlan

# COURSE OF STUDY.

## GENERAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | French. |
| Chemistry — Qual. Anal. | French. | Botany. |
| French. | Science of Government. | English Literature. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

## CLASSICAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Cicero. | Cicero. | Latin. |
| Iliad. | Iliad. | Greek. |
| Review of Mathematics. | French. | French. |
| French. | Reviews. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | Virgil. |
| Anabasis. | Anabasis. | Anabasis. |
| Greek Prose. | Greek Prose | French. |
| French. | French. | |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Greek Grammar. | Greek Lessons. | Greek Lessons. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | Roman History. |

## ENGLISH COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Chemistry—Qual. Anal. | French. | French. |
| Trigonometry. | Science of Government. | English Literature. |
| English Authors. 1 | Rhetoric. 4* | |
| French. | English Authors. 1 | Botany. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |
| History. 4 | History. 4 | History. 4 |
| American Authors. 1 | American Authors. 1 | American Authors. 1 |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Commercial Arithmetic. | Bookkeeping. | Physiology. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |
| | Commercial Law. | Book Keeping. |
| | | Commercial Law. |

* The figures indicate the number of recitations a week in each study.

The work of the school during the past year has been, on the whole, good. We have our "submerged tenth" in the school, as well as in the community at large, and the problem, in the one case as in the other, is to help, encourage, lead, and sometime perhaps to drive, the dull, the indifferent, and the lazy. When all the methods just suggested fail, as they inevitably will in some cases, there remains the relief, not the remedy, of expulsion, a method of treatment to which we felt obliged to resort in one or two cases during the year.

There have been a few changes in the Course of Study. We have now two full years in French, Trigonometry is made optional in the General Course, and Physical Geography is to be omitted. The last-named subject is now taught in the Grammar schools. Although the English Course has been materially strengthened it is not yet as effective as it should be, and I shall in the near future offer some suggestions, the adoption of which will add considerably to the usefulness of this course, and at the same time increase the work required to keep up in it to such an extent as to make it no longer possible for pupils to enter it, as I believe some do now, solely and simply because it is so much easier, as they say, than the other courses. The distribution of pupils among the three courses is as follows:

| | |
|---|---|
| General Course, | 34 |
| English Course, | 33 |
| Classical Course (College Preparatory), | 13 |
| Special Students: | |
| Past Graduates, | 2 |
| (One College Preparatory not included in the 13 above.) | |
| All others, | 1 |
| Total Enrolment, | 83 |

In view of the fact that pupils sometimes select the English Course for Book-keeping alone, it might be well to re-arrange the course for the first year, so as to make that study optional

for all courses, and to adopt a rule that no pupil should take the English course except upon special request of the parent. This rule is in force in some schools, which, like ours, offer several courses.

There has been some call for German, not enough to amount to a serious demand, hardly more, perhaps, than a mere expression of interest in the subject on the part of some of the pupils. At the same time it would be well to offer an option between French and German, as most public high schools in this vicinity are now doing.

It became evident during the year that the conducting of three courses could not be well done with the number of teachers then engaged. The Trustees met this question as they have met all other questions, promptly and wisely. During the Summer vacation a third Assistant was engaged. and it is well that this was done, for with three courses now calling for all the classes provided for, together with the increase in the number of pupils to more than a hundred, it would have been simply impossible to do the work well this year without the additional teacher. The Trustees were fortunate in securing Miss Lucia G. Merrill for this position.

In order to keep abreast of the times the School needs a Physical laboratory and apparatus for taking measurements, and a larger and better Chemical laboratory. There are in the building only three rooms suitable for constant use for recitation purposes, including the main room. We have four teachers. Evidently, then, we need one more recitation room for the additional teacher.

If the addition to the building that has already been asked for by the Trustees shall be made, all of these needs can be met.

The plan of admitting pupils from the Grammar schools on the diploma given by those schools seems justified by the event. Although there is a sufficient amount of poor preparation and immaturity now as ever, the class that entered Punchard last September is, on the whole, the most satisfactory that has entered in recent years. I believe it would

have proven so by any method of admission; for the work of the Grammar schools has improved, and is still improving, and we may look for better and better classes for the years to come.

Since the opening of the present school year we have been enabled, through the efficiency of our new teacher, to place the teaching of music on a satisfactory basis, and I believe that at the present time there are few high schools doing better work in this subject than we are doing. We have adopted the heuristic method of teaching Geometry for all classes in that subject. We have made arrangements to have a hot lunch furnished at the noon recess, and the plan has been very successful. About forty pupils avail themselves of the opportunity offered every day.

Of the graduating class of '91, consisting of seven members, three are attending college and one the Bridgewater Normal School.

The formation of the Punchard Alumni Association is an event worthy of note, as it should lead to a deeper and more practical interest in the school on the part of a large number of people, who will, no doubt, be glad to do all in their power for the benefit of their Alma Mater.

In closing I wish again to thank the Trustees for their quick response to all calls for help and encouragement, and my associates on the teaching force for their aid and interest, most ready and effective for the furtherance of everything that relates to the welfare of Punchard.

Respectfully submitted,

FRANK O. BALDWIN,

PRINCIPAL.

## TRUSTEES OF PUNCHARD FREE SCHOOL.

Rev. J. J. Blair,
Samuel H. Boutwell,
Charles H. Gilbert,
George Gould,
Rev. F. W. Greene,
Rev. Frederic Palmer,
George H. Poor,
Horace H. Tyer.

## ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1890–91.

President, Rev. Frederic Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:
Rev. Frederic Palmer,
Rev. F. W. Greene,
Samuel H. Boutwell.

Prudential Committee:
George Gould,
Horace H. Tyer.

Auditing Committee:
George Gould,
Charles H. Gilbert.

## TEACHERS.

Frank O. Baldwin, Principal.

Miss Mary E. Dern, Assistant.

Miss Mary A. Abbot, Assistant.

Miss Lucia G. Merrill, Assistant.

# REPORT

OF THE

# PUBLIC SCHOOLS

OF THE

# TOWN OF ANDOVER,

MASS.,

## FOR THE YEAR 1892.

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ANDOVER, MASS.
THE ANDOVER PRESS, PRINTERS
1893.

## SCHOOL BOARD, 1892.

F. W. Greene, Chairman.

| | |
|---|---|
| F. O. Baldwin, | C. H. Shattuck, |
| Mrs. A. B. Cutler, | J. Newton Cole, |
| Wm. B. Graves, | J. P. Wakefield, |
| Miss S. E. Jackson, | Mrs. L. A. Wilson. |

W. A. Baldwin, Secretary and Superintendent.

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Regular Meetings of the Board:

The last Monday of every month, at 7.30 P.M.

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Truant Officers:

| | |
|---|---|
| Centre, | Barnett Rogers. |
| West Parish, | Michael Welch. |
| Ballard Vale, | Joseph Scott. |

## STANDING COMMITTEES.

Advisory and Auditing Committee:

J. Newton Cole, F. W. Greene, John P. Wakefield.

Committee on Teachers and Music:

C. H. Shattuck, Mrs. L. A. Wilson, Miss S. E. Jackson.

Committee on Text-books and Supplies:

F. O. Baldwin, Wm. B. Graves, Mrs. A. B. Cutler.

Sub-Committees:

Central Grammar, South Centre, and Abbott Village Schools, Frank O. Baldwin, Miss S. E. Jackson, and J. P. Wakefield.

Ballard Vale, Holt, and Scotland Schools: W. B. Graves, C. H. Shattuck, and Mrs. L. A. Wilson.

West Centre, Frye, Osgood, Bailey, Abbott, and North Schools: F. W. Greene, J. Newton Cole, and Mrs. A. B. Cutler.

# REPORT

OF

# THE SCHOOL COMMITTEE FOR 1892.

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*To the Citizens of the Town of Andover:*

Your School Board would respectfully submit the following report, in addition to the report of the Superintendent, concerning the special appropriations made last year, and the needs of the schools for the coming year.

## ABBOTT VILLAGE SCHOOL.

The Board seeing the necessity for a new building in the Abbott Village, recommended at the last Town Meeting an appropriation of eight thousand five hundred dollars ($8,500) for the building of a brick school-house of four rooms. This sum was decided upon in accordance with the estimate of an Andover architect, whose plans the Board had chosen as the best of those presented in competition, and upon his affirmation that reliable parties were ready to take the contract for that money.

The Town appropriated that sum; and the Board appointed a building committee of three to proceed with the business.

After some delay on the part of the architect in preparing the plans and specifications, bids were invited from builders in town. No bids received from parties in town came within three thousand dollars of the appropriation.

The architect then offered a bid to take the contract, with

some merely superficial changes in the specification, for a figure within the appropriation, with promises to proceed at once with the building. Work was therefore begun on the cellar, under special contract with reliable parties in Andover, and properly completed.

After some further delay in completing and signing, the whole contract was given to the architect in due form, with October 15th as the time limit for its completion. But though constantly urged by the committee the contractor made no beginning whatever upon the work throughout the Summer or Fall. And therefore, on the fifteenth of October, there having been no advance made, the committee felt that there was nothing to do but to annul the contract.

It being too late to begin building at that time, and appreciating that the real trouble was in the meagreness of the apropriation, the committee thought best to let the matter rest till the next Town Meeting.

It is their opinion that the Town should build from the same plans; it being possible to get the masonry and ventilation done at reasonable rates by reliable parties, to whom these sub-contracts had already been awarded by the architect. They would recommend that the contract for the carpenter work be given to some reliable party in town, and that the Town appropriate enough more money to cover the extra expense of such a contract.

The committee hope to be able to present a definite proposal from reliable parties to erect the building, according to proper plans and specifications, for a sum not to exceed eleven thousand dollars ($11,000), which will be six hundred dollars less than the lowest bid from Andover contractors at the first.

## THE PUNCHARD ADDITION.

The Punchard addition has been substantially completed. The funds proved insufficient to do all that was needed; but the committee have not exceeded the appropriation.

The Appropriations which the Committee recommend for the next year are as follows.

| | |
|---|---|
| Regular : | |
| For schools, | $20,400 00 |
| For school-houses, | 2,500 00 |
| For text-books and supplies, | 1,800 00 |
| Special : | |
| Additional appropriation for Abbott Village school-house, | $2,500 00 |

The reason for the great increase in the Appropriation for Schools lies partly in a mistake of the Committee made last year in estimating for this appropriation, which leaves us two thousand dollars in arrears, and partly in a desire on the part of the Board to raise the salaries of our faithful teachers, whose pay is still quite a little below that of teachers in other similarly situated towns in the State. The appropriation for the year is really only about eighteen thousand dollars, which is but one thousand in advance of that granted in 1890.

We commend to your careful attention the Report of our efficient Superintendent, Mr. W. A. Baldwin, hoping especially that parents will note the advance in methods of instruction already under way in Reading, and proposed in Geography and Nature work.

For the Board,

Very respectfully,

FREDERICK W. GREENE,

*Chairman.*

# REPORT

OF

# THE SUPERINTENDENT.

*To the School Committee of the Town of Andover:*

Ladies and Gentlemen, — I have the honor of submitting to you my first Annual Report, for the year 1892; this being the Third Annnal Report of the Superintendent of Schools of this town.

## WORK ATTEMPTED.

During the four months which it has been my privilege to act as your Superintendent, much time has been occupied with all of those little details incident to such an office in a small town. But much more time and energy has been given to the strictly professional work of the office.

Over four hundred and fifty visits have been made in the schools, and twelve weekly and three monthly meetings have been held.

## TEACHERS' MEETINGS.

The weekly meetings have thus far been occupied with lectures on school management and reading. During the winter and spring terms lectures will be given on geography and elementary science.

These meetings are held on Wednesday afternoons at 4.30 to 5.30. The attendance is voluntary. The purpose of the lectures is to help the teachers to broader views of their work

and to the application of the great underlying principles of education, to aid them in seeing why certain methods are fundamentally wrong and why others are right.

The attendance upon these meetings has been very encouraging. The teachers from the various village schools are very regular, and indeed, this is true of most of the teachers from the country schools. This shows an interest and an earnestness on the part of the teachers which augurs well for the future of the schools.

The monthly meeting occurs on the last Friday of each month at 2 P.M. The schools are closed for the afternoon throughout the town, and every teacher is expected to be present. For the work of our monthly meetings the teachers are largely responsible. One of the main features of these meetings is the model lesson. Teachers who show by the work in their own schoolrooms that they have caught the spirit of the lectures are requested to prepare lessons to be given at the monthly meetings. These lessons are planned, criticised, revised, and rehearsed with children. At the meeting the lesson is given to other children before the teachers. Thus far the results have been all that could be desired.

Lessons are so much more satisfactory than papers. It is comparatively easy to tell what ought to be done, but quite another thing to take a class and do it. All of the little unexpected difficulties come up and must be met then and there. The other teachers see how the teacher in charge, because of her careful preparation, her enthusiasm, and her earnestness, is able to meet these difficulties and even to turn them to good account. Many teachers understand the lectures as they had not before, and go back to their schools to strive to make their class exercises as good as the one which they have just witnessed.

We were pleased to have at our last monthly meeting our state agent, J. W. MacDonald, several members of our school committee, and all the teachers of the neighboring town of North Andover. Mr. MacDonald's lecture was very much enjoyed by all. Because of the strong vein of common sense

and the ring of sincerity which characterized this lecture, the brief words of commendation for the character of the work done in the class exercises in reading were the more appreciated.

## READING.

Reading, comprehensively described, is getting thought and feeling from the printed page. The first part of this description refers to silent, and the last part to oral reading. There can be none of the latter without the former. Hence, the oral reading serves as a test of the ability to read silently. Most of the reading of life is silent reading. Give a child the ability to grasp the thought and feeling of the writer and cultivate a taste for the best literature, and you have ensured that child a liberal education. Too often the teacher of reading obtrudes the mechanical difficulties connected with oral reading, in season and out of season, thus distracting the attention from the real work of thought-getting.

Vocal drills and phonics deserve careful attention, but they should be given by themselves, to break up bad habits and to enable the child to master new words.

In the work of thought-getting, the child must first know the words, that is, he must appreciate their meaning in sentences. In his future experience he will not probably have to give nice, clear-cut definitions of these words, but he will need to use them in sentences, and to appreciate their meaning when used by others. He should, therefore, have much exercise along these lines. Every new word should be associated in the mind of the child with some object, action, relation, or sentiment. He must not only know the idea behind every word, but he must understand and enter into the spirit of the story. In the grammar grades, he must understand all allusions and figures of speech, geographical and historical references, the style of the selection, something of the author, and some of his works.

One of the main objects of this work should be the opening of the great storehouse of English literature to the mind of

the child. Much of the work formerly left for the literature class in the High School is thus done in the Grammar School. Reading becomes one of the broadest and most far reaching subjects. The reading exercise becomes a delight to pupil and teacher alike.

In primary reading we are attempting to follow the now famous "Thought Method" of Superintendent Davis of Chelsea. In the higher grades we are trying to work along the lines indicated above.

A great variety of readers are now in use, the purpose being to provide fresh reading material, varied in character, and adapted to the needs of each class. We are experimenting in one fifth-year and one ninth-year room, by replacing the regular reader with the "Seven Little Sisters" in the one and Irving's "Alhambra" in the other. We hope soon to be able to place some complete work of great literary merit in the hands of the children of each of the grammar grades.

## NATURE STUDIES.

The main difficulties in the way of the introduction of nature studies are lack of preparation of teachers and lack of proper teachers' books on the subject. The nature of the work is such that no book can be more than suggestive. This may prove an advantage, instead of a disadvantage, if teachers in their preparation are thereby made to come into personal contact with things, and so come before their classes with the glowing enthusiasm born of recent discovery of truth.

Some excellent work is being done in different parts of the country, but in many cases it is too much like the kind of work which the child does before coming to school. It results in a poorly digested mass of half-remembered facts with little coherence and uncertain value. Many delightful books on elementary science have been written, but the manner of their use is often questionable, as when a teacher substitutes reading exercises from these books for live lessons from real things. Often too, the life of the lessons is lost because of too much attention to expression. While it is true that inci-

dental language work is best, and should come in everywhere, still, there are times when the whole attention, the whole life of the child, should go out to discover what to him are new relations of things about him.

The value of nature studies lies not in the increase of sense power, not in the increase of the power of the eye to see and the hand to touch, but in the development of the mind, giving it power to grasp, group, and use the facts of nature, to understand their relations to each other and to man. Nature studies ought to satisfy President Elliot's demands, as stated in the December Forum. They should cultivate the child in observation, comparison, recording, inference, and expression. They should do more. They should broaden his sympathies and strengthen his will. Nature studies may be profitably used as a basis for language, reading, and geography. An effort will be made during the remainder of this year to prepare an outline of work in geography which shall have for its basis a carefully arranged system of elementary science.

## TEACHERS' LIBRARY.

During the autumn the School Committee voted to duplicate any amount of money which the teachers might raise for the purchase of professional books. A library of about eighty books is the result. References are often given out in connection with the lectures, and teachers are advised to read on certain topics. Nearly all of the teachers are reading these references and much besides.

## SCHOOLROOM LIBRARIES.

The income from the Richardson (Frye Village) Fund is being used this year to establish a small library in each room of the Frye Village School. The books purchased will consist mostly of books which are helpful in broadening the character of, and increasing the interest in, reading, geography, and history. A part of the income from the Proprietors' Fund is being used for similar purposes in other schools. We

need such libraries in our schools, and we also need more pictures in our schoolrooms. Why should the rooms in which the children and teachers of the town spend most of their wakeful hours be furnished with only those things which are absolutely necessary for school work and bare of everything artistic and cheerful?

It is, perhaps, too much to expect tax-payers to vote any considerable sum for the purchase of engravings for the schoolrooms. But there are doubtless in town persons of abundant means and liberal inclinations who would be glad to thus encourage and supplement the work of the teachers. The matter is referred to here with the hope that those in town who are already interested along this line may take it up, and discuss it until some one who has the means becomes sufficiently interested to invest a little money.

## THE CONSOLIDATION OF SCHOOLS.

There are in the town six small country schools with about twelve pupils in each. Each of these schools is expected to fit them for the High School. Thus it happens that each school has four or five grades and about twenty classes, many of which classes have only one or two pupils in a class. Only one who has tried can appreciate how hard it is to get anything like enthusiastic work and to introduce modern methods into such a school. In many towns such schools are being consolidated, and the plan is said to work well.

With the following quotation from the report of John W. Dickinson, Secretary of the State Board of Education. I commend the matter to your attention.

"A few towns in the Commonwealth have moved their border schools to some central point in the town, and have united them so as to secure a proper grading of the classes and a proper number of children in them. The arguments made against centralization are:

"First, the value of real estate in the parts of the towns where the schools are closed will be unfavorably affected.

"Second, the centre schools will be far away from the homes of some of the children.

"Third, opposition of parents to permitting their young children to go a long distance to school.

"Fourth, the associations of the children on the way to and from school will be unfavorable to their morals.

"Experience has proved that these objections are made for the most part against imaginary evils:

"First, as a fact, real estate has increased in value in the towns where central schools have been established for the whole school population, even in the localities where the schools have been closed. This is due to the fact that good schools present a stronger attraction to an intelligent people to remain in a town, or to move into it, than poor schools, though they may be near to every child in the district.

"Second, transportation by public conveyance is equivalent to bringing the schools near to the children. Returns show that public conveyance improves the attendance upon the schools wherever it is employed.

"Third, parents soon experience a great measure of relief concerning the absence of their children from home, when they learn by trial that the young people are in the care of judicious persons during the entire school day.

"Fourth, if the children while on the way to school are under the control of such persons, they will have no opportunity for any of those forms of association that corrupt the manners and the morals. The objections urged against consolidation of the schools disappear when subjected to either experience or reason.

"There are two advantages resulting from the employment of the system that are worthy of thoughtful consideration by the towns maintaining a number of small schools. One relates to economy in supporting the schools, the other to efficiency in their administration. Economy will be secured by reducing the number of school-houses to be built, furnished, repaired, and kept in running order, and by reducing the number of teachers that must be employed. Efficiency will

result from the employment of more skilled teachers, from an increase in the length of the school year, from better school buildings, from more ample means of instruction, and from bringing the schools under a more easy system of supervision. The plan of uniting the small schools of the town into larger ones is growing in favor, and, on account of its advantages, will in the future, without doubt, be generally adopted."

## PRIZE ESSAYS.

Thanks are due the Andover Townsman for the interest shown in the language work of our schools by the offer of prizes for the best essays on the subject, "Andover's Advantages and Attractions. How can the Town be helped in its Development?" If the results are sufficiently encouraging this year, the offer will become a permanent one from year to year.

## THE DEAD LEVEL OF GRADED SCHOOLS.

One of the strongest criticisms against the present school system is that children go in at a certain age, and are ground out in a certain time, regardless of native ability or unusual application. This has not been strictly true in our best schools for some years, and yet there is still enough of truth in it to demand the thoughtful attention of every superintendent of schools.

We are trying the following plan: Near the close of the fall term teachers were asked if any pupils in their rooms were fitted, without danger to health, to undertake the work of two rooms. Three or four children were thus selected from each room in grades ranging from the third to the eighth year. These children and their parents were interviewed, and all were anxious for the trial. The children were given work to do at home, similar to that which was being done in the next higher room. As fast as a pupil mastered the main principles which had been gone over in the other room he was transferred. Having been transferred he

is expected to keep his present work up to the standard, and by study at home to make up the work which is being done in the room which he left.

It will be seen that everything depends upon the judgment of the teacher and the earnestness of the pupil. The proper execution of the plan also means considerable extra work for the teacher. Our teachers who are trying it have been very willing to do the extra work, and feel that there is compensation in the increased earnestness of purpose which is becoming manifest throughout their rooms. It is, of course, too early to talk of results, but we hope for much.

## HEALTHFUL PUBLIC SENTIMENT.

That Andover people are heartily in favor of improving the common schools and of keeping them abreast with the times is clearly proven by the financial backing which has been accorded the School Committee and Superintendent during the two years of their existence. The demand for better methods more systematically applied, which has been continually growing stronger throughout the country during the past few years, is very evident here in Andover. New lines of work have been opened up, new methods have been introduced, and the way has been cleared for the best of modern work. It remains for the present superintendent to push the work along these and similar lines.

## INCREASED APPROPRIATIONS NEEDED.

The work in drawing which was introduced two years ago has continued to broaden in scope, and so in the demand for new models, drawing-books, paints, and other material. The increase in expense in this direction will be about three hundred dollars over that of last year.

Many of the text-books now in use have been in continual use for five or six years and are ragged and dirty, unfit for further use. These must be replaced at a probable expense of five hundred dollars. One furnace in the South Centre

School Building must be replaced very soon, at an expense of nearly two hundred dollars. The Punchard School Building needs a water supply for the building and for the chemical laboratory, and furnishings for the physical laboratory. Some changes are needed in the basement of the old building, and the out-building needs removing or rebuilding.

## LAST YEAR'S DEFICIT.

The School Fund which is used for paying Superintendent, teachers, and janitors, and for providing fuel, was unfortunately about two thousand dollars short for the past year. The School Committee and the tax-payers will, I am sure, be anxious to avoid the recurrence of so unpleasant an experience.

## NEW TEACHER.

The primary room at Ballard Vale is again overcrowded, and with the incoming of new pupils which the spring term always brings to a primary department, it will doubtless be necessary to employ another teacher and to open the remaining room of the building.

## TEACHERS' SALARIES.

The School Committee seem unanimous in their desire to gradually increase the salaries of the teachers until they more nearly correspond with those of other places similarly situated. During the past year they have been seriously handicapped by lack of funds. They have been unable to do what all agreed was fair and just to the teachers. It certainly is good business policy to furnish those in charge of the educational interests of the town with what money they think is needed, and then demand "value received" in the way of results. This has, I am told, been the policy of this town, and will doubtless not be changed at this time.

All educators agree that to sustain first-class schools first-class teachers must be employed. It is not hard to under-

stand that to retain first-class teachers good, fair salaries should be paid. Last fall the principal of our largest grammar school resigned because of insufficent salary, and a little later another teacher accepted an easier and more lucrative position. Several of our best teachers have been offered more money elsewhere, but stay with us because their people live here, or for some similar reason. Of the six principals of schools in town, but one receives more than four hundred and twenty-five dollars.

It seems to me fair to teachers, and for the best interests of the town, to advance the pay of the regular teachers as they prove themselves worthy of retention in our schools. Certainly the salaries of principals should be at once raised to something which will more nearly accord with the responsibilities and duties of their positions.

Herewith is given a list of salaries for places where the cost of living is about the same as in Andover, and where the people appreciate that increased efficiency in schools means a corresponding increase in expenditure of funds for school purposes.

Salaries of teachers in several towns and cities:

| | Regular Teacher. | | Principal. | |
|---|---|---|---|---|
| Andover, | $350 to $400 | | $425 to | $500 |
| Quincy, | 400 to 500 | | 1000 to | 1400 |
| Concord, | 400 to 500 | | 600 to | 800 |
| Wakefield, | 360 to 600 | | 525 to | 800 |
| Reading, | 300 to 600 | | | 650 |
| Medford, | 335 to 575 | | 1200 to | 1500 |
| Dedham, | 450 | | 700 to | 1300 |
| Malden, | 525 | | | 700 |
| Haverhill, | 500 | | 600 to | 1250 |
| Waltham, | 550 | | 600 to | 1800 |
| Brookline, | 600 to 700 | | 650 to | 2000 |
| Chelsea, | 400 to 550 | | 650 to | 1800 |
| Lowell, | 600 | | 600 to | 1800 |
| New Bedford, | 550 | | 650 to | 1900 |
| Everett, | 450 | | 500 to | 1400 |

| | Regular Teacher. | Principal. |
|---|---|---|
| Lawrence, | 500 | 600 to 2000 |
| Salem, | 500 | 650 to 1800 |
| Somerville, | 400 to 675 | 700 to 1800 |
| Springfield, | 600 | 700 to 2000 |

Your attention is called to several points in connection with this table:

First, the difference between the salaries of principals and regular teachers is much greater in other places than in Andover.

Secondly, small towns cannot afford to pay as large salaries as cities do.

Thirdly, the difference between Andover salaries and those in neighboring cities is very large.

Fourthly, small towns that are anxious for first-class schools find it necessary to diminish this difference in salaries to avoid the loss of many of their best teachers.

Fifthly, many small towns where the cost of living is less than in Andover are paying their teachers much better salaries.

## REASONS FOR THE NEED OF INCREASING REGULAR APPROPRIATIONS.

To remedy the mistake of last year and avoid a similar one this year four thousand dollars is needed. To employ another teacher for Ballard Vale four hundred dollars is needed. To enable the School Committee to slightly increase the salaries of the teachers one thousand dollars is needed. To purchase and put in a new furnace and repair others in the South Centre building about two hundred dollars is needed. To furnish water supply, laboratory supply, new outbuilding, and other needs of the Punchard School eight hundred dollars is required. To furnish increased material for drawing, and text-books to replace old worn ones, eight hundred dollars is required.

## STATEMENT SHOWING INCREASED APPROPRIATION NEEDED FOR 1893.

### SCHOOLS.

| | |
|---|---|
| Supply deficit for 1892, | $2,000 00 |
| Prevent similar deficit in 1893, | 2,000 00 |
| New teacher, | 400 00 |
| Increase salaries, | 1,000 00 |
| Regular appropriation 1892, | 15,000 00 |
| Estimate for 1893, | $20,400 00 |

### SCHOOL-HOUSES.

| | |
|---|---|
| New furnace, | $200 00 |
| Punchard School, | 800 00 |
| Regular appropriation, 1892, | 1,500 00 |
| Estimate for 1893, | $2,500 00 |

### TEXT-BOOKS AND SUPPLIES.

| | |
|---|---|
| Increased drawing material, | $300 00 |
| New text-books, | 500 00 |
| Regular appropriation, 1892, | 1,000 00 |
| Estimate for 1893, | $1,800 00 |

## FINANCIAL STATEMENT.

| | | |
|---|---|---|
| Appropriations, March 1892: | | |
| For schools, | $15,000 00 | |
| For school-houses, | 1,500 00 | |
| For text-books and supplies, | 1,000 00 | |
| | | $17,500 00 |
| Expenditure to Jan. 2, 1893: | | |
| For schools, | $14,999 98 | |
| For school-houses, | 1,492 75 | |
| For text-books and supplies, | $1,000 00 | |
| | | $17,492 73 |
| Balance, | | $ 7 27 |

Estimates for 1893 :

| | |
|---|---|
| For schools, | $20,400 00 |
| For school-houses, | 2,500 00 |
| For text-books and supplies, | 1,800 00 |

## CONCLUSION.

Permit me to express to the School Committee my full appreciation of the liberty which has been accorded me in my professional work, and my thanks for the sympathetic attention with which every suggestion for improvement has been received.

Respectfully submitted,

W. A. BALDWIN,

*Superintendent of Public Schools.*

# APPENDIX.

# RULES OF THE SCHOOL COMMITTEE.

OF THE

# TOWN OF ANDOVER.

## CHAPTER I.

### ORGANIZATION OF THE BOARD.

SECTION 1.—The meeting for organization shall be held on the Monday following the annual town election in March, at 7.30 o'clock, P.M. The Committee shall be called to order by the senior member present, who shall preside until a chairman is elected.

SECTION 2.—The officers of this Board shall be a chairman, chosen by ballot, and a secretary. There shall be appointed by the chairman, subject to the approval of the Board, the following committees, consisting of three members each; three District Committees, an Advisory and Auditing Committee, a Committee on Teachers, Janitors, and Music, and a Committee on Text-books, Supplies, and School-house Supplies.

SECTION 3.—Regular meetings of the Board shall be held on the last Monday of each month, at 7.30 o'clock, P.M.

SECTION 4.—The order of business at a regular meeting of the Board shall be: 1. Reading of the minutes; 2. Report of Superintendent; 3. Reports of visits; 4. Reports of Committees; 5. Consideration and approval of bills; 6. Unfinished business; 7. New business.

## CHAPTER II.

### DUTIES OF OFFICERS.

SECTION 5.—It shall be the duty of the chairman to preside at meetings, to call special meetings whenever he shall think it expedient, or at the written request of any two members of the Board, and to appoint all committees whose appointment is not otherwise directed by the Board.

SECTION 6.—For purposes of supervision and visitation the schools of the town shall be divided into three districts, as follows: viz., First District, including the Central Grammar, South Centre (intermediate and primary), and Abbott Village; Second District, including Ballard Vale, Holt, and Scotland; Third District, including West Centre, Frye, Osgood, Bailey, Abbott, and North.

SECTION 7.—The District Committees shall advise and assist the Superintendent and teachers in all matters relating to discipline, management, and instruction in the schools under their charge. Members are also expected to visit, so far as they have opportunity, schools in other districts than their own. The District Committees shall have power to make incidental repairs not costing over five dollars in any one case without a special vote of the Board. They may delegate to the Superintendent such duties in regard to school-house repairs as they deem advisable.

SECTION 8.—It shall be the duty of the Advisory and Auditing Committee to advise and assist the Superintendent in all matters relating to the school not otherwise provided for; to examine all bills, and report the same to the Board for final action; to audit and examine all pay-rolls, and to prepare annually a careful estimate of the expenses of the schools, and report the same to the Board to be laid before the Selectmen, previous to the annual town meeting. All propositions to amend the rules and regulations shall be referred to this Committee, and no action shall be taken in such cases until they have been reported upon by this Committee. It shall also be the duty of this Committee to devise plans for correcting any evils of a sanitary nature that may be shown to exist on any school premises, and superintend the execution of those plans after they have been adopted by the Board.

SECTION 9.—It shall be the duty of the Committee on Teachers, Janitors, and Music to consider and report upon all propositions to fix or alter the amount of salary before action is taken by the Board; to examine all applicants for the position of teacher in the public schools of the town, and, to those found qualified, issue certificates of proficiency, as per Public Statutes, Chap. xx., Sec. 28; to nominate all teachers and janitors, and to make rules for the government of janitors in the performance of their duties, and to exercise a general supervision over the subject of music.

SECTION 10.—It shall be the duty of the Committee on Text-books, Supplies, and School-house Supplies to consider all propositions for changing text-books, or the course of study, or for introducing new text-books, and report upon the same to the Board. No change shall be made in the books used in the public schools, and no new books shall be introduced except by a vote of two-thirds of the whole Board, notice of such intended change having been given at a previous meeting. This Committee shall have authority to furnish all supplies used by the school department, but shall not exceed the appropriations for such purposes unless authorized to do so by the Board. This Committee may also expend at their discretion the income of the Proprietors' Fund and the Richardson (Frye Village) Fund. But the income of these funds shall not be expended for such books and materials as the Town is obliged to furnish by the terms of the Free Text-book Law. The Text-book Committee shall have general supervision of the subjects of drawing and penmanship.

SECTION 11.—The Secretary shall keep a record of the proceedings of the Board in full, and of the names of all the members present at each meeting. He shall give to each member of the Board a written or printed notice of all meetings.

SECTION 12.—He shall receive all formal applications for positions under the Board, refer each applicant to the Committee having the right of nomination to the position applied for, or to the Board if there be no such Committee. He shall take special pains to inform himself as to the qualifications of all applicants, and report the results of his inquiries to the Board if so desired.

SECTION 13.—He shall cause the annual census of children to be taken, as required by law, and keep a record of the same in a suitable book.

SECTION 14.—It shall be the duty of the Secretary to conduct all necessary correspondence for the Board, to determine the form of all record books and blanks which he shall think necessary or convenient, and to perform all other duties that appropriately belong to the office of Secretary, the performance of which is not otherwise provided for.

SECTION 15.—It shall be part of the duty of Superintendent of Schools to act as Secretary of this Board, except when otherwise ordered.

## CHAPTER III.

### DUTIES OF THE SUPERINTENDENT.

SECTION 16.—The Superintendent shall exercise a general care over all the schools and school-houses, and the premises and property connected therewith. He shall carefully note the condition of schools, and see that all the laws of the Board are obeyed.

SECTION 17.—He shall hold teachers' meetings at least one in each month, and he may for this purpose dismiss the schools one half-day in each month. He may close the schools in inclement weather at his discretion.

SECTION 18.—He shall fill vacancies temporarily in the position of teacher, and report his action in such cases to the next meeting of the Board. He shall have power to suspend disobedient pupils, but shall report such cases to the first subsequent meeting of the Board; but no pupil shall be expelled from the school except by vote of the Board.

SECTION 19.—He shall carefully observe the work of all the teachers consult and advise with them, and promptly report to the Board any teacher incompetent to discharge the duties of the position in a proper manner.

SECTION 20.—He shall superintend and approve all orders of exercises, and keep a scheme of the orders of exercises of all the public schools in the town. He shall visit the schools constantly and systematically, point-

ing out defects, and suggesting remedies. He shall keep daily office hours, to be approved by the Board. He shall have charge of and dispense all supplies as called for by teachers, and shall file all requisitions. He shall keep a full and accurate account of all receipts and disbursements, and prepare a monthly statement of the same, and of the amount of the various appropriations, expended and unexpended, for inspection of any member of the Committee at any time. He shall at all times have copies of all the books used in the public schools on hand at the rooms of the Committee. As often, at least, as once a year the Superintendent shall call the attention of the teachers to those provisions of the Public Statutes that relate to the Public School System, and he shall see to it that those provisions are faithfully carried out so far as they can be made to apply to the schools of this town. He shall make a report to the Board at the regular monthly meeting of his work and of the condition of the schools visited by him during the previous month; and shall make a written report of his work, with such suggestions and recommendations as he sees fit at the close of each year. He shall also perform all other duties that belong to the office of Superintendent, the performance of which is not otherwise provided for.

## CHAPTER IV.

### DUTIES OF TEACHERS.

SECTION 21.—It shall be the duty of all the teachers, in conformity with the laws of this Commonwealth, "to exert their best endeavors to impress on the minds of the children and youth committed to their care and instructions the principles of piety and justice, and a sacred regard for truth, love of their country, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance; and those other virtues which are the ornament of human society, and the basis on which a republican constitution is founded."

SECTION 22.—Teachers are required to be in attendance, and each school-building shall be opened for admission of pupils at least ten minutes before the hour appointed for opening school.

SECTION 23.—Each school shall be daily opened by reading a portion of the Bible, without note or comment, and the use of the Lord's prayer.

SECTION 24.—The grammar and intermediate schools shall be in session at least five hours a day. In the primary schools pupils may be dismissed before the reguular hour for closing, at the discretion of the Superintendent.

SECTION 25.—During the morning session there shall be one recess, not to exceed twenty minutes in length, in all grades, and no recess during the afternoon session in the intermediate and grammar grades. The

Superintendent may arrange for additional recesses in the primary grades at his discretion.

SECTION 26.—Teachers may take one day in each term for the purpose of visiting other schools, upon consultation with the Superintendent.

SECTION 27.—Teachers desiring temporary release from schools shall apply to the Superintendent or some member of the District Committee, and no substitute shall be appointed without the consent of the Superintendent.

SECTION 28.—Teachers shall not permit scholars, during school hours, to answer the calls of any person at the door, except of parents or guardians, or by an order from them.

SECTION 29.—In all cases of absence or tardiness scholars shall furnish their teachers with a satisfactory excuse from their parents or guardians.

SECTION 30.—When a pupil is known, or for good reasons suspected, to be playing truant, it shall be the duty of the teacher to immediately inform the truant officer, whose duty it shall be to bring the delinquent to the school, and report the case to the parents.

SECTION 31.—The discipline of the school shall be, so far as possible, of a parental character. Corporal punishment shall be resorted to only in cases of extreme necessity, and when other means have failed. All cases of corporal punishment shall be reported to the Superintendent, with a description of the offense and extent of the punishment. By corporal punishment in this section is meant any means of inflicting physical pain.

SECTION 32.—A disorderly or disobedient pupil may be dismissed from school for the remainder of the day by any teacher. But all such cases must be acted upon by the Superintendent or District Committee, and all suspensions must proceed from him or from the School Committee.

SECTION 33.—Any pupil suspended, on giving satisfactory evidence of amendment, may be restored by the Committee or Superintendent.

SECTION 34.—When the conduct, example, or general influence of a scholar becomes very injurious, and his reformation appears hopeless, and he manifests a determined disregard of the rules and good order of the school, he may be expelled by a vote of the School Board. Any pupil expelled may be re-admitted on probation, and on ample proof of reformation may be restored; but only by a vote of the School Board.

SECTION 35.—All the teachers are required to take daily care that the school-houses, the furniture and apparatus in the same, as well as the outbuildings, fences, and all the property belonging to the school estates, be not unnecessarily defaced, or in any manner injured by the pupils; and they shall be held responsible for any want of neatness or cleanliness about the school-houses and premises generally, and the outhouses in

particular. In case any injury is done to the school-buildings, fences, or other school property, either by pupils or others, it shall be the duty of the School Board to procure redress.

SECTION 36.—Teachers shall also give careful attention to the ventilation and temperature of their rooms, avoiding extremes of heat or cold, securing change of air regularly at recesses and at the close of sessions, and shall carefully avoid allowing a current of air upon the pupils engaged in study or recitation.

SECTION 37.—Teachers shall not dismiss scholars from school till its close (except as elsewhere provided) without a special request from their parents or guardians, except in cases of evident necessity, of which the teacher shall be the judge. Nor shall they close their schools before the regular time, except in cases of sickness or with the consent of the Superintendent or District Committee.

SECTION 38.—Teachers may detain pupils in the afternoon only, not exceeding thirty minutes after the usual hour for dismission, either for the purpose of discipline or to make up imperfect lessons.

SECTION 39.—No teacher or janitor shall be allowed to procure supplies of any kind for the use of school or school-buildings without an order from the Committee on Supplies or from the Superintendent.

SECTION 40.—Each teacher shall keep the register required by law, and at the close of the term shall place it, correctly filled out, in the hands of the Superintendent, Teachers shall also keep up to date at the end of each school year a correct account of books and supplies furnished them during the year, with disposition of the same, and amount on hand at the end of the year, and they shall place the books provided for this purpose in the hands of the Superintendent, with an estimate of the books and supplies needed for the opening of the next school year. They shall also fill out in due form all the blanks adopted by the Committee or by the Superintendent relating to any feature of their work.

## CHAPTER V.

### EXAMINATIONS AND PROMOTIONS.

SECTION 41.—Written examinations shall be held in all schools of the grammar grade as often, at least, as once a term, the questions to be prepared or approved by the Superintendent, and at any other time, at the discretion of the Superintendent. No teacher shall give an examination without the consent of the Superintendent. In connection with all written examinations, the papers, after having been marked, shall be returned to the pupils, and special pains shall be taken by the teacher to point out at some subsequent recitation the mistakes made by the several pupils in answering the questions.

SECTION 42.—The regular promotion of pupils shall be made at the beginning of the school year, but special promotions may be made at any time whenever the Superintendent may deem it advisable, Any pupil absent without proper reason from any regular examination of his class shall forfeit his standing in the class.

SECTION 43.—Pupils who fall behind in their classes, by reason of absence, indolence, inattention, or inability, may be placed in a lower class at the discretion of their teachers, acting in concurrence with the Superintendent of Schools, the parents of such pupils having been previously informed by the teacher, or by the Superintendent, of the liability of such removal.

SECTION 44.—Written examinations shall be given under the direction of the Superintendent in the highest grade of the grammar school (and to such pupils in the mixed schools as have taken work of this grade) at the close of each term on the following five subjects, each of which shall be rated as of equal value; grammar, composition and spelling, arithmetic and book-keeping, geography, history, and physiology. Marks shall be assigned by the teachers on the daily recitations, and in computing the rank for the year one-half of the marks shall be assigned upon the daily recitations, one-fourth upon the final examination, and one-eighth upon each of the two preceding examinations. The questions for the examinations provided for in this section shall be prepared by the Superintendent acting in convention with all the teachers having pupils in this grade, the questions finally decided upon by this convention to be approved by the Trustees or Principal of the Punchard Free School before being given to the pupils. The examination papers shall be marked by the teachers who have pupils taking part in the examination (subject to the revision of the Trustees or Principal of the Punchard Free School), and all the papers in the same study shall be marked by the same teacher.

The Superintendent shall take special pains to secure uniformity of matter and methods in the teaching of the ninth grade pupils, and for this purpose shall hold frequent conference with the teachers of this grade in meetings to be held as often as he deems necessary.

SECTION 45.—Diplomas of graduation shall be given at the close of the school year to those pupils whose marks computed as above upon the whole year's work average sixty-five per cent or more for the subjects above named, and do not fall below forty per cent in any of those subjects.

SECTION 46.—Examinations shall also be given at the times, and to all scholars in the classes named in the last preceding section on reading and elocution, on drawing and penmanship, and on music; the examinations on the first named subjects to be oral, and the others to be in writing. Any scholar otherwise qualified to receive a diploma, whose average

marks for the year, computed as provided in the last section, amounts to as much as sixty, but to less than sixty-five per cent, shall receive a diploma of graduation if his average marks on the examination provided in this section in any of the three subjects (half the marks being assigned on the last examination) amounts to ninety per cent or more.

SECTION 47.—The Superintendent shall also give an examination near the close of the summer vacation, open to every pupil who has failed to reeeive a diploma of graduation from the grammar schools solely because his mark on some subject or subjects fell below forty per cent, and if the pupil shall at this examination attain the required mark in all subjects in which he has failed, he shall receive the diploma.

## CHAPTER VI.

### MISCELLANEOUS.

SECTION 48.—The Superintendent, teachers, except such as provided below, janitors, and two truant officers shall be elected in June of each year, and all the salaries for the ensuing year shall be fixed at the same time. In regard to teachers the Board adopts the following provision of the Public Statutes, Chap. 313, Acts of 1886. "The School Committee of any city or town may elect any duly qualified person to serve as teacher in the public schools of snch city or town during the pleasure of such Committee, *provided* such person has served as a teacher in the public schools of such city or town for a period of not less than one year.

SECTION 49.—The school year shall begin on the second Monday of September, and shall be divided into three terms.

The Fall term shall end on the Friday before Christmas, and shall be followed by a vacation of two weeks.

The Winter Term shall begin the Monday after New Years, and shall continue until the Friday before Fast Day, and shall be followed by a vacation of one week.

The Spring Term shall begin the Monday after Fast Day, and shall continue to the end of the school year, as provided in Sec. 50.

SECTION 50.— The course of studies for the public schools shall embrace a period of nine grades or years of 38 weeks each. The first three grades shall represent the primary, the next three the intermediate, and the last three the grammar schools.

SECTION 51.—Thanksgiving Day and the remainder of the week, Washington's birthday, Memorial Day, and every Saturday shall be holidays of the schools.

SECTION 52.—Physical exercise shall be given in each school at least once in each session.

SECTION 53.—All school officers when first elected shall be elected on probation for one term. At the end of one term's service, if the trial should prove satisfactory, the Board may proceed to an election for the remainder of the school year.

SECTION 54—All teachers shall inform themselves as to the regulations of the Board, and co-operate in securing their observance.

SECTION 55.—The pay of temporary substitute teachers shall be at the rate of 75 per cent of the pay of the regular teacher.

SECTION 56.—Cushing's Manual is adopted as the authority for the settlement of all questions of order and parliamentary usage.

# COURSE OF OBSERVATION LESSONS

IN

# BOTANY.

This Course in Botany involves an examination of about ninety plants of our local flora, leading up, in the ninth grade, to a little work in plant analysis (though this is simply incidental, rather than intrinsically important), and requiring before it is completed the use of a good microscope.

The observation work outlined below is to be supplemented by a reading course, consisting of Seaside and Wayside Series, No. 3, Part 1; Normal Course in Reading, Nos. 3 and 4 (such portions as treat of plant life); Reader in Botany by Miss Newell; and Little Flower People by Miss Hale. Keep a record in each grade of:

1. Month and day on which specimen was brought in.
2. Where found — whether in places wet or dry, high (hillsides) or low, rocky or free from rocks; with evergreen trees or others (deciduous); on land or in water. Exact location determined by name of owner of land, or anything else that will be definite enough.

## FIRST YEAR.

### SPRING TERM.

Crowfoot family:

1. Hepatica, old leaves with flowers, new leaves. Growing specimen in school-room.
2. Anemone (Nemorosa).
3. Buttercup.
4. Marsh Marigold.
5. Wild Columbine.

Have specimens of all these growing in the schoolroom. Before beginning the study of these plants it would be well to show the pupils some typical flower, either wild or cultivated, containing all the parts.

Teach with every specimen in this grade the following parts of the plant, so far as they are found: Root, stem, branch, leaf, flower, sepal, petal, stamen, pistil. Call attention to the color of parts. Count the petals, sepals, etc. Point out family resemblances. The plants for this grade all belong to the same family. It will please the children to know

that plants, as well as people, have families. Press good specimens of each (entire plant), and review occasionally, during the rest of the year, from the pressed specimens. Have the pressed specimens show fruit as well as flower, and let the specimen be large enough to be seen by the entire school at once. If the amount of work assigned for Spring Term is not enough, do some of the work on leaves outlined below for Fall Term.

## FIRST YEAR.

### FALL TERM.

- Leaves
  - Parts
    - Blade
    - Petiole
    - Stipule
  - Framework
    - Veinlets
    - Veins
    - Ribs
    - Midrib
  - Parts of Grass-leaf
    - Blade
    - Sheath
    - Ligule
  - Venation
    - Net-veined
    - Parallel-veined
  - Margin
    - Entire
    - Serrate

Press specimens of leaves, and review from pressed specimens during the winter. Use Miss Youmans's First Book in Botany. Consult Little Flower People.

## SECOND YEAR.

### SPRING TERM.

Review, from fresh specimens, the entire work of the first year.

1. Meadow Rue.
2. Common Barberry. Have the children notice the irritability of the stamens and sensitiveness of the flower.
3. May Apple.
4. Pond Lily (Nymphaea Odorata).
5. Pitcher Plant.

Anther, stigma, style, ovary, pollen.

The children will undoubtedly bring in specimens not mentioned, and want to know what they are. Tell them, and encourage them in every way whenever they do extra work of their own accord. Teach nothing without the specimen. Omit, rather. Keep up the work through the rest of the year, as in first grade, from pressed specimens.

## SECOND YEAR.

### FALL TERM.

- Leaves
  - Margin
    - Serrate
      - Coarsely serrate
      - Finely serrate
    - Lobed
    - Entire
  - Base
    - Heart-shaped
    - Kidney-shaped
    - Clasping
  - Apex
    - Acute
    - Obtuse

Use Miss Youman's First Book.

## THIRD YEAR.

### SPRING TERM.

Review the work of the first two years.

1. Lady's Slipper.
2. Blue-eyed Grass.
3. Blue Flag.
4. Three-leaved Nightshade.
5. Solomon's Seal.

- Exogenous plants
  - Stems (bark, wood, pith).
  - Number of parts of flower (fives or fours).
  - Veining of leaves (netted veined).
- Endogenous plants
  - Stems (no division with bark, wood and pith).
  - Number of parts of flower (usually in threes).
  - Veining of leaves (parallel veined).

Flower; review all terms previously learned, add calyx and corolla.

## THIRD YEAR.

### FALL TERM.

- Leaves
  - Petiole
    - Round
    - Roundish
    - Half-round
    - Long
    - Short
    - Limber
    - Stiff
  - Surface
    - Hairy, glabrous
    - Smooth, rough
    - Shiny, dull
  - Color
    - Light green, dark green
    - Upper surface one color, under another
    - Spotted, striped, brownish, reddish
  - Leaf con.
    - Simple
    - Compound

Miss Youman's First Book, p. 46.

Use only such of these terms as are needed in describing the specimens brought in by the pupils. See the specimen first. Have growing specimens of the new plants indicated for your own grade.

## FOURTH YEAR.

### SPRING TERM.

1. Sweet White Violet.
2. Common Blue Violet.
3. Bird Foot Violet.
4. Yellow Violet.
5. Early Saxifrage.
6. Silvery Cinquefoil.
7. Boxberry (Mitchella repens).
8. Skunk Cabbage.
9. Indian Turnip, some with green spathes and some with variegated.

- Flowers
  - Solitary | Peduncle { Terminal, Axillary }
  - Clustered | Peduncle | Pedicel { Terminal, Axillary }
  - Attitude { Erect, Nodding, Pendulous }

Scape, corm, spadix, spathe.

Miss Youman's First Book, pp. 76–90.

## FOURTH YEAR.

### FALL TERM.

- Compound Leaves
  - Parts { Leaflet, Rachis, Petiolule, Petiole, Stipule }
  - Kinds
    - Pinnate { Abruptly, Unequally, Twice, Thrice }
    - Digitate { Three-fingered, Five-fingered, Seven-fingered }

Miss Youman's First Book, pp. 49–56.

- Shapes of Leaves { Broadest in middle, Broadest at base, Broadest at apex }

## FIFTH YEAR.

### SPRING TERM.

1. Bean (Nature Readers No. 3)
2. Yellow Wood Sorrel
3. Cranesbill
4. Comandra
5. Checkerberry
6. Bluets
7. Sheep's Laurel
8. Common Chickweed
9. Dog's-tooth Violet
10. Common Elder

- Varieties of Inflorescence
  - Head
  - Spike
  - Spadix
  - Cyme
  - Raceme
  - Umbel

- Flower
  - Pistil
    - Stigma
    - Style
    - Ovary | Carpel
  - Stamen
    - Anther
    - Filament
    - Pollen
  - Perianth
    - Corolla | Petal
    - Calyx | Sepal
  - Receptacle

Miss Youman's First Book, pp, 90–106.

## FIFTH YEAR.

### FALL TERM.

- Roots
  - Tap Root
    - Conical
    - Spindle-shaped (fusiform)
    - Turnip-shaped (napiform)
  - Fibrous Roots
  - Underground Stems that might be mistaken for roots
    - Tubers
    - Bulbs
    - Corms
    - Rhizoma

Supplementary reading, Seaside and Wayside, No. 3, Part 1.

Begin here to draw representations of the simpler plants, and continue through the course. Use the material for composition work and spelling lessons.

## SIXTH YEAR.

### SPRING TERM.

1. Pea
2. Painted Cup
3. Avens
4. Arethusa
5. Fringed Polygala
6. Mountain Laurel
7. Mayflower (Arbutus)
8. Strawberry (wild)
9. Blackberry { high / low
10. Raspberry { red / black (thimbleberry)
11. Cranberry
12. Blueberry { high / low
13. Whortleberry
14. Bloodroot

The Seed, Miss Youman's First Book, Chap. VI.

## SIXTH YEAR.

### FALL TERM.

Fringed Gentian (Bryant's Poem).

Leaves:
- Stem leaves
- Radical leaves
- Arrangement on stem { Alternate / Opposite / Whorled
- Sessile
- Stipulate
- Petiolate
- Ex-stipulate

Stem Shapes:
- Rounded
- Compressed
- Half-round
- Fluted
- Acute-angled
- Triangular
- Square
- Five-sided
- Four-angled

## SEVENTH YEAR.

Compositae:

1. Dandelion
2. Daisy
3. Thistle
4. Marigold
5. Aster
6. Burdock
7. Mayweed
8. Bachelor's Button
9. Boneset
10. Golden-rod
11. Everlasting
12. Wormwood
13. Tansy
14. Yarrow
15. Feverfew, etc., in their season
16. Lupine

Begin to require the scientific names of plants in this grade. Miss Youman's Second Book, Chap. VII. Add any new points for which there may be time on any of the parts of the plants not covered by this outline; for example, *shapes* of corolla.

Supplementary Reading: Normal Course in Reading; Fourth Reader.

## EIGHTH YEAR.

- Trees
  - Deciduous
    - Elm
    - Maple (soft, hard)
    - Ash
    - Linden
    - Hickory (shagbark, pignut)
    - Oak, Chestnut, Willow (Flowers imperfect)
    - Horse-chestnut
    - Locust
    - Buttonwood, etc., as time permits.
  - Evergreen
    - Pine (hard, soft), Spruce (Flowers with open (gymnospermous) pistil)
    - Cedar (white, red)
    - Hemlock
    - Larch, etc.

Supplementary Reading: A Reader in Botany, Newell; Little Flower People, Hale, first four chapters.

Teachers in this and preceding grade consult Outlines of Lessons in Botany, Newell — here especially Buds and Branches; Miss Youman's Second Book, Chap. XI.; Gray's Manual.

## NINTH YEAR.

- Ferns
  - Polypodium
  - Aspidium
  - Asplenium
  - Osmunda
  - Adiantum

Club-mosses, horse-tails, mosses, blights, mildews, fungi enough to open up the subject. Geographical distribution of plants. Uses of plants. Relation of plants to animals. Plant analysis. Ten plants. Read in this connection, Goodale's Concerning a Few Common Plants.

Supplementary Reading: Little Flower People, Chaps. V. and VI.

Reference books for teachers of this grade: Outlines of Lessons in Botany, Newell; Miss Youman's Second Book; Primer of Botany, Knight, Gray's Manual and other works; Structural and Systematic Botany, Campbell; Guide to the Recognition of Principal Orders of Cryptograms, Sargent.

# OUTLINE IN DRAWING.

The following outline in drawing for the Andover schools is based upon the Prang System. The references given in the first and second years are to the "Primary Manual"; in the third and fourth years, to the "Shorter Course."

## FIRST YEAR.

Time, twenty minutes each day.

1st week. The sphere as a whole. Modelling the sphere in clay. Prang's Primary Manual, pp. 15–17.

2d week. The cube as a whole. Modelling in clay. pp. 19–21.

3d week. The cylinder as a whole. Modelling in clay. pp. 22–24.

4th week. Idea of surface, surface of a sphere. Mould object like sphere, as beads, grapes, teapot, etc. pp. 25–27.

5th week. Teach plane surface. Model object like cube, as baskets, boxes, candy, etc. pp. 28–30.

6th week. Surface — round, plane, and curved. Model objects like cylinder, as rolling-pins, candy, etc. pp. 31–33.

7th week. Faces — round, plane, curved. Primary colors. pp. 35–37.

8th week. Shapes of faces, circle, square, oblong. pp. 39–41. Arrangement of primary colors.

9th week. Idea of vertical, horizontal faces. Number of faces to be seen by position. Tablet arrangement. pp. 43–45.

10th week. Kinds of edges. Tablet arrangement. Paper folding diagonals and diameters. pp. 46–48.

11th week. Making circles. pp. 49–51. Secondary colors.

12th week. Tablet arrangement. Stick laying. pp. 52–57. Review of colors.

13th week. Kinds of corners. Making borders. Marginal lines. pp. 58–61.

14th week. Draw object like sphere, naming face corners. Paper folding. pp. 61–64.

15th week. Stick laying. Arrangement of tablets. Paper folding, making a boat, using colored paper.

16th week. Teach parallel faces. pp. 66, 67. Idea of shades and tints.

17th week. View, top and front view. Draw views. pp. 68-72.

18th week. Paper folding, making sled. Color in simple designs.

19th week. Modelling and general review.

20th week. Hemisphere as a whole. Model in clay. Bisect sphere. Draw hemisphere. pp. 75–77.

21st week. Square prism as a whole. Model. Border arrangement alternating. pp. 71–88.

22d week. Triangular prism as a whole. Model and bisect square prism. Draw different views. pp. 79, 80. Border of triangles in shades of color.

23d week. Teach semicircle. Draw its views. Mould object like hemisphere. Paper folding.

24th week. Teach oblong. Draw its views. Model object like square prism. pp. 83, 84.

25th week. Teach triangle, wide oblong. Mould object like triangular prism. pp. 84, 85.

26th week. Draw and mould one-half of an apple. Teach quatrefoil. pp. 87–89.

27th week. Idea of inch. Designs in color. Review primary, secondary colors, shades, tints.

28th week. Draw triangles. Stick laying. Paper folding. pp. 91.

29th week. Angles, right angle. Worsted work.

30th week. Acute angle. pp. 93–97. Worsted work.

31st week. Obtuse angle. pp. 97, 98. Paper folding of fan, etc.

32d week. Definition of circle, square. Paper folding of tents, etc pp. 99, 100.

33d week. Teach perpendicular and oblique edges. Definition of oblong. Worsted work. p. 101.

34th week. Definition of triangle. Paper folding. pp. 103, 104.

35th week. Review the six solids. Mould them and objects like them.

36th week. Review by drawing different views of the six solids.

37th week. Review lessons on color by means of simple designs and worsted work.

38th week. General review and paper folding.

## SECOND YEAR.

1st week. Ellipsoid as a whole. Model. Teach diameter and centre of circle. pp. 115, 116.

2d week. Ovoid as a whole. Model. Teach diagonals and diameters of a square. pp. 117, 118.

3d week. Equilateral triangular prism as a whole. Model. Paper cutting. pp. 118, 119.

4th week. Draw ellipse. Mould object like ellipsoid, and draw it. pp. 120, 121.

5th week. Teach oval and draw it. Mould objects like ovoid, as acorn, egg, and draw them. p. 122.

6th week. Draw views of the triangular prism. Tablet arrangement. Teach vertex and base of triangle. pp. 122–125.

7th week. Mould leaves on tablets of clay. Teach long and short diameters of an ellipse. pp. 126, 127.

8th week. Oval leaves, draw them. Mould in clay. Review lesson in color. pp. 128, 129.

9th week. Kinds of triangles, right-angled triangle, equilateral triangle, right triangular prism. Paper cutting. pp. 129, 130.

10th week. Draw square on diagonals. Bisect lines. Make tablets of clay and build upon them. pp. 132, 133.

11th week. Trisect lines. Greek cross. Model hat. pp. 133, 134.

12th week. Quadrisect lines. Make envelope. Simple dictation exercise. pp. 134, 135.

13th week. Idea of proportion. Model leaf on tablet. Paper folding. pp. 137–139.

14th week. Teach axis of symmetry. Lesson on tertiary colors. pp. 140, 141.

15th week. Nine solids in review. Making from paper. pp. 142, 143.

16th week. Review by moulding. Colored designs.

17th week. Teach idea of line. Paper folding and tablet arrangement.

18th week. Review by drawing.

20th week. Without objects make cube of paper. Draw different views of models. Teach rosette. pp. 150, 151.

21st week. Simple dictation. Mould fruit and color it.

22d week. Paper cutting. Making ellipse. Simple dictation, quatrefoil.

23d week. Draw views of objects. Model leaves on tablets.

24th week. Symmetry. Proportion. Lesson on colors. pp. 156–158.

25th week. Cone as a whole. Model. Draw views of cone. Vertex, base. Design in colors. pp. 160, 161.

26th week. Pyramid as a whole. Model in clay. Paper cutting. pp. 161, 162. Draw different views of pyramid.

27th week. Vase forms. Model in clay. Reversed curves. Teach trefoil. pp. 163, 164.

28th week. Draw views of cone and pyramid. Teach isosceles triangle, axis. Paper folding and drawing. pp. 165–169.

29th week. Truncated cone, concentric circles. Draw objects like truncated cone. pp. 171, 172. Lesson on color. Model cone.

30th week. Truncated pyramid. Model. Draw objects like it. Vase forms. Paper cutting. pp. 172–174.

31st week. Review by modelling the solids in clay.

32d week. Review by drawing different views of the solids.

33d week. Review lessons on color. Colored designs.

34th week. Simple dictation exercises. Mould designs from leaves in clay.

35th week. Review paper work. Colored designs.

36th week. Review arrangements used in designing. Model vase forms.

37th week. Drawing of ellipse, circle, etc. Paper safe.

38th week. General review of two year's work.

## THIRD YEAR.

1st week. Circular movement. Horizontal and vertical lines.

2d week. Draw square, its diagonals and diameters. Bisect, trisect, and quadrisect lines of the square.

3d week. Study of hemisphere. Draw different views of the hemisphere. Prang's Shorter Course, pp. 8, 9. Drawing lines of different lengths.

4th week. Teach diameter and centre of circle. Draw different views. Primary colors. pp. 10, 11.

5th week. Lesson on the apple. Lesson on paper folding and cutting.

6th week. Simple dictation in square and circle. Primary colors, coloring square, circle, etc.

7th week. Study of a fan. Teach axis, arc. Draw outline of fan. pp. 14, 15.

8th week. Division of lines. Draw circles, squares, semicircles; color with primary colors.

9th week. Lesson on the shield. Draw its outline. pp 16, 17. Simple dictation in circle or square.

10th week. Drawing of triangles. Simple design in triangle. Lesson on color.

11th week. Lesson on angles, paper folding, and cutting.

12th week. Teach repetition in a straight line by means of simple borders. Draw simple group of apples. pp. 18, 19.

13th week. Repetition about a centre quatrefoil. Draw quatrefoil in square. pp. 20, 21.

14th week. Greek cross. Secondary colors. p. 22. Simple border.

15th week. Latin cross. Paper folding and cutting. Review drawing of squares, circles, triangles, quatrefoil.

16th week. Maltese cross. Review the three, and color with secondary colors.

17th week. Dictation exercise in triangle and quatrefoil. Pattern of cube. pp. 24, 25.

18th week. Making of box. Draw different views of box. p 26.

19th week. Simple dictation. Review the lesson on shield, and color it.

20th week. A leaf from nature. Teach apex, ribs, midrib, margin. Draw it. Review division of lines of different lengths. p. 27.

21st week. Review of dictation exercises. Simple borders. Paper folding and cutting.

22d week. Reversed curves. Lesson on harmony of color.

23d week. Reversed curves making vase forms. Paper cutting.

24th week. Lesson on simple leaf. Making simple design in quatrefoil or for border.

25th week. Simple group of leaves or fruit based upon forms studied. Paper cutting.

26th week. Box making. Reversed curves. Draw different views of box.

27th week. Simple design in paper cutting, draw and color it. Review of lessons on color.

28th week. Draw simple objects based upon models studied. Paper cutting.

29th week. Simple dictation. Color with two or three colors.

30th week. Lesson on leaves. Conventional form. Original design.

31st week. Vase forms in horizontal position. Review on curved lines.

32d week. Dictation in curved lines. Idea of symmetry.

33d week. Paper cutting, using conventional form. Draw and color.

34th week. Review models used. Draw them in simple groups and their different views.

35th week. Review designs and dictation exercises.

36th week. Review kind of lines. Division of lines.

37th week. Review paper cutting and folding. Lessons on color.

38th week. General review.

## FOURTH YEAR.

1st week. Review on lines, straight and curved. Division of lines.

2d week. Drawing of two faces of cube. Practice in sighting objects with ruler and pencil.

3d week. Teach oblong. Draw cube. Review angles.

4th week. Teach parallel faces from cube. Draw three views of cube.

5th week. Teach parallel and perpendicular edges. Sight objects. Proportion.

6th week. Draw views of circle, oblong, square. Simple borders. Review lesson on color of the third year

7th week. Make square prism. Draw three views.

8th week. Draw cube and square prism, seeing two faces. Paper folding.

9th week. Making and drawing of envelope. pp. 38, 39. Secondary colors in different shaped oblongs.

10th week. Making box-like square prism. Draw the box seeing two faces. Its three views.

11th week. Teach different forms of envelopes. Drawing of a potato. pp. 39–41.

12th week. Draw cube, sphere, and square prism in different positions.

13th week. Reversed curves based upon division into thirds, fourths, sixths, careful attention given to balancing. Harmony of secondary and primary colors.

14th week. Study of a bowl. pp. 42, 43. Draw some simple fruit or vegetable.

15th week. Teach unit of design. Design in square. Simple form of moulding. Paper cutting, using a unit of design. pp. 46, 47.

16th week. Colored design in circle. Making of some simple object, as round box, etc.

17th week. Simple form of moulding. Square leaved quatrefoil. Axis of symmetry. Paper folding.

18th week. Drawing of three faces of cube and square prism.

19th week. Simple group of models. Dictation exercises. Review color.

20th week. Simple group of objects like models arranged in different ways.

21st week. Original design, using a conventional form as unit in a triangle, oblong, or quatrefoil.

22d week. Vase forms. Teach profiles, altitude of curve. Color vase forms, using more than one color. p. 51.

23d week. Leaf from nature, pp. 52, 53. Simple group of fruit or vegetables.

24th week. Conventional flower and leaf forms.

25th week. Group of models. Paper cutting and folding, making common objects.

26th week. Teach octagon. Original designs, using conventional flower forms as unit.

27th week. Color designs of 26th week. Group of objects based on forms studied.

28th week. Vase forms. Paper cutting. Different views of some common object.

29th week. Drawing of cube, sphere, square prism, hemisphere in group.

30th week. Original design, some simple unit being given. Octagon, quatrefoil triangle.

31st week. Paper cutting and folding. Lesson on color.

32d week. Study of leaves. Conventional forms given and drawn.

33d week. Dictation exercise in curved lines. Review lessons in color.

34th week. Review models drawn and objects based upon models.

35th week. Review paper cutting and common objects made.

36th week. Review designs and dictation exercises.

37th week. Review conventional forms and lessons on color.

38th week. General review.

## FIFTH YEAR.

Lesson three times a week, thirty minutes each day. Prang's Shorter Course, pp. 45–88.

1st week. Ellipsoid. Ellipse, its diameters. Group of models used in 4th year.

2d week. Three views of ellipse. Oval. Draw cylinder.

3d week. Three views of ovoid. Draw cylinder and square prism, Dictation exercise.

4th week. Make triangular prism. Draw cylinder, square prism. Simple border.

5th week. Three views of triangular prism. Draw simple group. Lesson on primary and secondary colors.

6th week. Kinds of triangle. Sighting objects. Draw three faces of cube, angles unequal. Dictation exercise.

7th week. Make the cylinder. Draw cylinder, square prism, cube, sphere. Teach rosette.

8th week. Three views of cylinder. Draw rectangular prism, angles unequal. Simple pattern for surface covering.

9th week. Make circular box with cover. Draw tumbler and bowl. Simple figure to use on surface decoration.

10th week. Three views of box. Group of apples. Lesson on harmony of color.

11th week. Make cone. Rectangular prism, cube, sphere. Simple ornament. Hues.

12th week. Draw views of cone, cylinder, square prism. Simple ornament in triangle.

13th week. Make pyramid, cylinder, square prism, cube, sphere. Oblong quatrefoil.

14th week. Draw views of pyramid. Pitcher-like cylinder and tumblers. Simple design in quatrefoil.

15th week. Make square prism, triangular prism, and cube. Original design for surface decoration. Tertiary colors.

16th week. Make baskets. Group of vegetables or fruit. Ornament.

17th week. Make baskets. Simple group of models. Same ornament colored.

18th week. Views of baskets. Hemisphere. Simple arrangement in oblong quatrefoil.

19th week. Making of some simple object. Hemisphere. Conventional flower forms.

20th week. Review views of models, cube, hemisphere, cylinder in group. Simple colored design.

21st week. Paper cutting, using ornament as pattern. Reversed curves, Lesson on harmony.

22d week. Brackets. Vase forms. Ornament. Lesson on color.

23d week. Brackets. Pitcher and glasses. Conventional flower forms.

24th week. Making simple object. Fruit and vegetables. Original colored border.

25th week. Making simple objects and plans. Group of six models. Ornaments.

26th week. Reversed curves. Group of six models. Original design for surface covering colored.

27th week. Paper cutting. Group of home models. Dictation exercise.

28th week. Draw triangles, quatrefoils. Group of models. Lesson on color in rectangles.

29th week. Circle, eclipse, square. Vase forms with other models. Dictation exercise.

30th week. Views of models. Group home objects. Conventional flower form in simple design.

31st week. Making simple objects. Draw book. Lesson on color.

32d week. Review objects made and views drawn.

33d week. Review models drawn.

34th week. Dictation exercises. Groups of fruit.

35th week. Review ornaments. Lessons on color.

36th week. Review home objects. Groups of vegetables.

37th week. Review original designs. Lessons in color.

38th week. General review.

## SIXTH YEAR.

1st week. Exercises in straight lines, curved lines, reversed curves. Group of models used in fifth year.

2d week. Plan and views of cube and cylinder. Draw cone. Dictation exercise.

3d week. Plan of cone. Four views of cone. Draw pyramid. Simple design, unit given.

4th week. Plan and views of pyramid. Pyramid and cone. Lesson on color.

5th week. Plan and views of hollow cylinder. Draw hollow cylinder. Simple design colored.

6th week. Lamp shade make. Draw hollow cylinder, cone, pyramid. Conventional leaf forms.

7th week. Plan and views of circular plinth. Draw it. Make border, using leaf as unit.

8th. week. Plan and views of square plinth. Draw it. Ornament.

9th week. Plan and views of box. Vase forms with circular plinth. Lessons on color.

10th week. Plan and views of slate. Draw cone, pyramid, square plinth. Teach spiral.

11th week. Plan and views of book. Draw object like cone. Lesson on spiral.

12th week. Plan and views of simple object. Draw cups, tumblers. Spiral in design.

13th week. Make hexagonal prism. Draw group. Ornament.

14th week. Plan and views of hexagonal prism. Vase forms with other objects. Ornament in design.

15th week. Plan of book. Group of common objects. Dictation in curved lines.

16th week. Views of vase. Draw book. Lesson on color.

17th week. Review of plans. Draw open book. Ornament.

18th week. Plan of simple object. Group of books. Ornament in design.

19th week. Plan of cross. Group of vases. Lesson on color.

20th week. Make cross. Draw it and circular plinth. Conventional leaf.

21st week. Make common object. Draw cross and cone. Leaf in border.

22d week. Group of home objects. Lesson figures for designs.

23d week. Make soms simple object. Draw books. Leaf forms.

24th week. Draw views of simple house. Simple group of models. Lessons on color.

25th week. Views of house. Group of six models. Leaf in design.

26th week. Make house. Home objects. Ornament.

27th week. Make house. Group of four models. Ornament used in surface decoration.

28th week. Views of frustrum of cone. Cross, square plinth, cone. Conventional flower form.

29th week. Frustrum of pyramid. Home objects. Branch of simple leaves.

30th week. Make simple object. Simple group of books. Design for surface covering.

31st week. Finish object. Group of models. Color design.

32d week. Branch of leaves. Lesson on color.

33d week. Review plans.

34th week. Review views of objects.

35th week. Review models drawn.

36th week. Review ornaments drawn, and lessons on color.

37th week. Review designs made.

38th week. General review.

## SEVENTH YEAR.

1st week. Exercises in reversed curves, ellipses, circles. Simple group of models.

2d week. Make triangular pyramid. Draw vase. Simple dictation.

3d week. Plan and views of triangular pyramid. Vase in different positions. Lesson on color.

4th week. Make hexagonal prism. Draw it. Dictation exercise.

5th week. Plan and views of hexagonal prism. Draw rectangular prism, top above level of the eye. Simple design.

6th week. Plan and views of square plinth turned at angle of 45°. Cube above level of the eye. Lesson on color.

7th week. Plan and views of hollow cylinder. Hexagonal prism, cube, sphere. Pattern for carpeting.

8th week. Make hexagonal pyramid. Cylinder above the eye. Pattern for carpeting.

9th week. Views of pyramid. Group of models. Ornament.

10th week. Plan of simple object. Cylinder, hexagonal prism, cube, sphere. Lesson on color.

11th week. Make pattern of skeleton square. Different groups of models used in fifth and sixth years. Design for carpet.

12th week. Make square. Vase forms. Original design in octagon.

13th week. Pattern for skeleton triangle. Draw the square. Lesson on color.

14th week. Make triangle. Draw square and vase. Ornament.

15th week. Pattern for skeleton hexagon. Draw triangle. Original design in pentagon.

16th week. Make hexagon. Draw triangle, square, vase. Lesson on color.

17th week. Plan of simple object. Group of simple objects. Ornament.

18th week. Problem 1. Plan of skeleton circle. Cylinder, prism, square, hexagon. Ornament in design.

19th week. Problem 2. Make circle. Vase above level of eye. Pattern for wall-paper.

20th week. Problem 3. Home objects. Lesson on color.

21st week. Problem 4. Group of six models. Flower or leaf forms.

22d week. Problems 5 and 6. Draw cross, skeleton square, square plinth. Flower form in design.

23d week. Problem 7. Plan of simple object. Leaf forms in carpet design.

24th week. Problems 8 and 9. Fruit colored design.

25th week. Problems 10 and 11. Vegetables. Ornament.

26th week. Problems 12 and 13. All models in group. Design for wall paper.

27th week. Problem 14. Plan of simple object. Finish group. Lesson on color.

28th week. Problems 15, 16, 17. Group of fruit. Ornament.

29th week. Problems 18, 19, 20. Group of home objects. Flower forms.

30th week. Plan of simple object. Flower forms in design.

31st week. Problems 21, 22, 23, 24. Review models. Carpet design in color.

32d week. Plan of simple object. Home objects. Ornament.

33d week. Make object. Ornament in design. Color.

34th week. Review objects drawn.

35th week. Review designs and lessons on color.

36th week. Review objects made.

37th week. Review plans and views.

38th week. General review.

## EIGHTH YEAR.

1st week. Problems 1, 2. Cube and sphere. Lesson on color.

2d week. Problems 3, 4. Draw prism. Cube, sphere, and prism in group.

3d week. Problems 5, 6. Cylinder. Cube, sphere, and cylinder in group. Lesson on color.

4th week. Problems 7, 8. Triangular prism. Prism, cylinder, and triangular prism in group. Design.

5th week. Problems 9, 10. Hemisphere. Triangular prism, cylinder, hemisphere in group. Lesson on color.

6th week. Problems 11, 12. Vase. All the models in group. Design.

7th week. Problems 13, 14. Vase. Design for carpet.

8th week. Problems 15, 16. Cup. Vase, cup, prism, in group. Carpet design.

9th week. Problems 17, 18. Square plinth. Vase, cup, square plinth in group. Design for tiles.

10th week. Problems 19, 20. Circular and square plinth, cup in group. Ornament.

11th week. Problems 21, 22. Pyramid. Circular plinth and pyramid. Ornament in design.

12th week. Problems 23, 24. Cone, pyramid, circular plinth, square plinth. Carpet design and ornament.

13th week. Problems 25, 26. Hexagonal pyramid, cone. Lesson on color.

14th week. Problems 27, 28. All models in review. Flower forms.

15th week. Problems 29, 30. Skeleton triangle. Flower forms in design.

16th week. Problems 31, 32. Triangle, square, cone. Ornament.

17th week. Problems 33, 34. Hexagon, square, triangle, pyramid, cone. Ornament in design.

18th week. Problems 35, 36, 37. Review of models. Flower forms.

19th week. Review problems. Hexagonal prism. Design for plate.

20th week. Plan of objects, Spool, triangle, square.

21st week. Plan of objects. Spool, circle. Ornament.

22d week. Plan of objects. Home objects. Design for panel, using ornament.

23d week. Plan of objects. Fruit. Carpet design. Color panel.

24th week. Plan of objects. Review of models. Ornament.

25th week. Plan of objects. Home objects. Flower forms in design for carpet.

26th week. Plan of objects. Fruit. Lesson on color.

27th week. Plan of objects. Vegetables. Ornament to be used in design for panel.

28th week. Plan of objects. Home objects. Color design for panel.

29th week. Plan of objects. Home objects. Ornaments.

30th week. Plan of objects. Ornaments.

31st week. Plan of objects. Review of models. Ornament in design.

32d week. Review of plans.

33d week. Review of problems.

34th week. Review of models.

35th week. Review of lessons in color.

36th week. Review of ornaments.

37th week. Review of designs.

38th week. General review.

## NINTH YEAR.

1st week. Review models in eighth year. Notes in designing.

2d week. Shading the cube. Notes on light and shade. Simple design.

3d week. Problems 1, 2, 3. Lesson on color. Shading the square prism.

4th week. Problems 4, 5, 6. Ornaments and notes in designing. Shading of the cylinder. Notes on shading.

5th week. Problems 7, 8. Ornament used in design for surface covering. Sphere shaded.

6th week. Problems 9, 10. Lesson in color. Ornament. Sphere shaded.

7th week. Problems 11, 12. Design for surface covering. Notes on shading and designing.

8th week. Problems 13, 14. Flower forms in a design. Shading of cone.

9th week. Problems 15, 16. Lesson in color. Notes on color. Shade cones in simple group.

10th week. Problems 17, 18. Shade pyramid and cube. Design for carpet, unit being given.

11th week. Problems 19, 20. Shade pyramid and square plinth. Ornament.

12th week. Lesson in color. Problems 21, 22. Flower forms.

13th week. Problems 23, 24. Colored design. Shade the cross.

14th week. Problems 25, 26. Ornament. Shade cross.

15th week. Problems 28, 29. Notes on each subject.

16th week. Review the problems. Design for cup and saucer. Shade a simple group.

17th week. Problems 30, 31. Ornament to be used in design for carpet. Finish group of 11th week.

18th week. Problems 32, 33, 34. Lesson on color. Shade group of home objects.

19th week. Problems 35, 36. Design in color. Notes on light and shade.

20th week. Problems 37, 38, 39, 40. Notes on ornament, color, designing. Shade group.

21st week. Problems 40, 41, 42. Design for plate and carpet. Notes on light and shade.

22d week. Problems 43, 44, 45. Colored design. Home objects shaded.

23d week. Problems 46, 47, 48. Flower forms for design. Drawing of group.

24th week. Problems 49, 50, 51. Shading of group.

25th week. Problems 52, 53, 54. Notes on designing. Drawing of different groups.

26th week. Problems 55, 56, 57. Flower forms in design for home objects. Shade some fruit, as oranges.

27th week. Problems 58, 59, 60. Lesson on color. Finish group of fruit.

28th week. Review first ten problems. Notes on ornament. Review notes on light and shade.

29th week. Review problems 10-25. Colored design. Drawing of group of fruit.

30th week. Problems 25-40. Carpet design. Shade fruit.

31st week. Problems 40-60. Colored design. Finish fruit.

32d to 38th weeks. Review the entire work for the year.

# SUGGESTIVE OUTLINES

## IN SUBJECTS WHICH

# ARE UNDERGOING MODIFICATION.

## SUGGESTIVE OUTLINE IN LANGUAGE.

Oral and written language work should be cultivated from the first to the last day of school life. Nature studies and geography should furnish splendid opportunities for language work.

Strive to dovetail one kind of work into the other, and often have all the work of the day along the same line. A lesson on geography may furnish material for language, number, drawing, reading, spelling, and history.

### FIRST YEAR'S WORK IN LANGUAGE.

I. Language in connection with:

1. Reading, oral expression, and copying sentences from board or book. Examples, I see the cat. Do you see the cat?

2. Object Lesson. Example, The ball is round.

3. Action Lesson. Example, 1st Pupil rings the bell, 2d Pupil, say "John rang the bell."

4. Picture Lessons. Ex. I see two boys driving some cows.

5. Elliptical sentences filled in. Ex. John has a ——

### SECOND YEAR.

I. Similar to first year, but more complex.

II. Also short oral and written stories in connection with reading, observation, and picture lessons.

III. Special drills on punctuation and capital letters.

### THIRD YEAR.

I. Similar to second year.

II. Simple letters copied.

III. Copying maxims, proverbs, stanzas of poetry, written neatly on the board by the teacher.

IV. Frequent dictations as tests of pupil's ability to use punctuations and capital letters. Ex. "We have met the enemy," wrote Perry to Harrison, "and they are ours."

V. Simple letters written, outline and suggestions being furnished by the teacher.

VI. Simple quotations memorized by the pupils, and written on slate or paper. Ex. "Habit is a cable; we weave a thread of it every day, and at last we cannot break it."

VII. Original sentences written, containing the new words of the reading lesson. Ex. He waved the flag triumphantly.

VIII. Stories told or read by the teacher, then told many times by the pupils; then reproduced on slate or paper.

FOURTH YEAR.

I. Most of fourth year's work continued.

II. Story or description written by pupil by answering questions arranged by teacher. Ex. What was this boy called? Why? What did he do? When? Where? Why? What was the result?

III. A part or whole of reading lesson reproduced by the pupil?

IV. Poetry changed to prose.

V. Pupils prepare original questions, the answers to which may be found in the lessons for the day (geography, arithmetic, physiology). Ex. Why is the western coast of the United States warmer than the eastern coast? Of what is bone composed?

VI. Pupils should be drilled over and over on correct forms of words and expressions commonly misused. Ex. He did the work (not done). He has his lesson (not has got).

VII. Drill on special meaning of words. Work with synonyms and word analysis.

FIFTH YEAR.

I. Most of fourth year's work continued.

II. Original letters written.

III. Description of known objects (oral and written).

IV. Narratives of personal experience.

V. Descriptions of journeys, real or imaginary, taken from personal experience, reading, history, or geography.

VI. Biographical sketches.

VII. Descriptions of current events, as floods, storms, inventions, and the like.

SIXTH YEAR.

I. Work similar to fifth year's work continued.

II. Have much practical work, like writing advertisements, bills of goods, and notices.

III. Word analysis, use of words in sentences.

SEVENTH YEAR.

I. Work of fifth and sixth years continued.

II. Special drills to correct poor expressions of pupils.

III. Practise on correct forms of verbs which are often used incorrectly, as sit, set, sat, lie.

IV. Formal invitations and answers.

EIGHTH YEAR.

I. Work of previous year continued.

II. Work with the sentence; simple definition, kinds, and many examples.

III. Simple work with subject and predicate.

IV. Discussion of themes, with work on essay proper; simplicity of style cultivated by reading Addison, Irving, etc.

NINTH YEAR.

I. Continue language work, and take analysis and grammar proper.

II. Review sentence, kinds, subject and predicate, and take parts of speech.

III. Continue the work with language, analysis, and grammar, following the order as laid down in either of the following books: Elementary Lessons in English, by Mrs. Knox, published by Ginn and Co., Boston, or Our Language, its Use and Structure, published by Leach, Shewell, and Sanborn, Boston. Metcalf's Language Series.

## OUTLINE IN GEOGRAPHY.

The accompanying outline in geography is intended to be temporarily suggestive. Some changes will be made in the general plan, and the detail work will be carefully gone over at our teachers meetings during the winter and spring.

FIRST YEAR.

Position or Place work—(objectively) expressed by on, above, under, below, before, behind, between, right, left, etc.

Direction — expressed by East, West, North, South, North-east, North-west, etc.

SECOND YEAR.

Nature Observations — Observe sky, clouds, rain, snow, dew, fog, frost, ice, etc.

Distance — Teach inch, foot, yard, rod, and mile, and apply to pencils, desks, distance home, etc.

Simple Plant and Animal Lessons — Children observe growth and development of plants and name parts, and study dog, cat, hen, etc.

Time — Teach day, hour, minute, second, week, etc.

### THIRD YEAR.

Preparation for Map Study — Draw top of table, school-room, according to scale, school-yard, school district, and perhaps town.

Study of plants and animals continued.

Nature observations continued.

Objects compared as to resemblances and differences (preparatory to future classification).

Physical features of immediate vicinity; viz. hills, valleys, streams, capes, peninsulas, islands, springs, lakes, rivers, (used as a basis for unseen mountains, oceans, continents, etc.).

### FOURTH YEAR.

Plants and Animals classified by resemblances, uses, habits (as animals are grass-eaters and flesh-eaters).

Objects, as animal, vegetable, mineral.

Observation Lessons on effects of rainfall (wash of hillsides, drainage, deposits of sediments; effects of frost in loosening particles of rock, etc.).

Climate Observations — hot, cold, wet, dry, healthful, unhealthful.

Observation Lessons on Soil (sand, clay, loam, and gravel), how formed, depth, fertility, use, etc.

Observation Lessons on Local Productions — as vegetables, animals, and manufactured articles.

Occupations — as agriculture, lumbering, teaching, law, etc.

Local Commerce — Have talks on things sent out of the community and received into it, as apples, milk, manufactured articles, sugar, tea, rice, coffee (leading from the known to the related unknown).

Means of Traffic and Travel — as railroads, electric cars. Places visited by pupils.

### FIFTH YEAR.

Government — of school, town, state, United States.

Study World as a whole (taking form and size in language of pupils), globe presented.

Home Pictures in different Zones and Continents — illustrating in a general way soil, climate, food, clothing, shelter, habits, and personal appearance of people of typical parts of the globe.

Teach equator, poles, and motions of the earth.

Material — Pictures and books.

Review Physical Features — Study continent (North or South America) following order of dependence.

### SIXTH YEAR.

Study other Continents — Compare as to form, size, coast-line, etc.

Study United States and other countries.

### SEVENTH YEAR.

Review United States.

Study New England.

Study Massachusetts and Essex county.

### EIGHTH YEAR.

Review Continents, and study countries of each. Pay particular attention to the historical, industrial, and political aspect of the study.

### NINTH YEAR.

Physical Geography.

Mathematical Geography.

Reference Books in our Library :

Teachers' Books. — Child and Nature, Frye ; How to Teach Geography, Parker ; Methods and Aids in Geography, King ; Chapters in White's Pedagogy, Swett's Methods, and Johonnot's Principles and Practice of Teaching ; LeConte's Geology ; Huxley's Lay Sermons ; Physical Geographies ; Shaler's Story of our Continent.

Books for Pupils in School and Public Library :

Seven Little Sisters ; Seven Sisters prove their Sisterhood ; Little Lucy's Wonder Globe ; Stories Mother Nature told her Children ; King's Geographical Readers ; Johonnot's Geographical Reader ; Abbott's Rollo Books ; the Zigzag Books ; The Fairy Land of Science ; The Great Backbone Family ; Life and her Children ; Journeys in Brazil, Agassiz ; Wright's Nature Readers ; Wood's Natural History Readers ; Dunton's Young Folks' Library ; Robinson Crusoe ; Stories of the Gorilla Country ; Taylor's Views Afoot through Europe ; Tent Life in Siberia, Kennan ; Paul Bert's First Steps in Scientific Knowledge ; Madame How and Lady Why ; Hale's Family Flights ; Hans Brinker, Holland ; Little Flower People.

## SUGGESTIVE OUTLINE IN READING AND SPELLING.

### FIRST YEAR — FIRST HALF.

Conversational lessons about familliar subjects, to gain the confidence of the children and to cultivate language.

Black-board Work, — teacher writing statements made by children on the board, and children reading and copying the same on their slates.

Script Primer used to supplement the black-board work.

### FIRST YEAR—SECOND HALF.

First half of from five to ten, first readers.

In first-year work follow the suggestions found in the teachers' edition of The Beginner's Reading Book.

### SECOND YEAR.

First readers completed, and several easy second readers taken.

Words used in original sentences.

Sentences copied from the board and from slips.

Dictations of well-known words.

### THIRD YEAR.

Second reader completed, and easy third reader begun as soon as words enough are mastered.

For suggestions as to the preparation of lessons at this stage, teachers are referred to "Suggestions to Teachers" in the Third Reader in Powell's Normal Course in Reading.

Spelling as in second year.

### FOUTRH YEAR.

Third reader completed.

Sight reading from geographical and other supplementary readers.

Use of dictionary commenced.

Common diacritical marks taught for the dictionary work.

Still keep a list of mispronounced and difficult words, having them often used in sentences.

Begin a little thought reading, with poetry.

### FIFTH YEAR.

Fourth readers for regular work, with easier books for supplementary.

Work similar to that of fourth year.

Have more geographical, historical, biographical, and natural history reading.

Lead the children to use the libraries at school, at home, and the public library.

Place on the board name, number, and author of books which are along the line of discussion, and encourage them to tell what they read.

Spell words from all subjects.

### SIXTH YEAR.

Fourth and fifth readers.

Work similar to fourth and fifth year work.

Do careful preparatory work for all reading Have much sight reading.

Work very thoroughly on two or three selections each term, spending several days with the class upon the preparation of each selection.

Notice simple figures of speech.

Spelling as before, supplemented by a good spelling-book.

### SEVENTH YEAR.

Fifth reader, or a carefully selected classic of English literature, as "Hiawatha."

Work similar to previous years, but increasing in literary flavor.

### EIGHTH YEAR.

Some good fifth reader, with the "Alhambra" and "Snow Bound," or some similar works.

Increased study of authors and their books. (See eighth year Language work.)

Continue the supplementary reading in connection with other subjects.

Continue work with lists of misspelled words and the use of the spelling-book.

### NINTH YEAR.

Continue the work along the same lines as in previous years.

Take complete narratives, poems, and biographies. Do not confine the work to one line too much. Have variety. Try to give the pupils tastes of some of the best specimens of the most prominent styles of literature.

Continue to use lists of commonly misspelled words and some good speller.

The work in reading and spelling should go hand in hand throughout the course, and should be connected with the work in every other subject.

### BOOKS USED.

Teachers' Books. — Teachers' edition of the Beginner's Reader; Parker's Talks on Teaching; White's Pedagogy; Sheldon's Manual; Swett's Methods.

Pupils' Books. — Lippincott's The Beginner's Reading Book and Second Reader; Putnam's Script Primer; Cyr's Primer and First Reader; Monroe's Readers; Franklin Readers, New and Old Series; Sheldon's Third and Fourth Reader; Stickney's Readers; The Normal Course in Read, ing, Third and Alternate Third Readers; King's Geographical Readers, First, Second, and Third; Nature Readers, I., II., and III.; Philips' Geographical and Historical Readers; Woods' Natural History Readers; Dole's American Citizen; Irving's Alhambra; Andrews' Seven Little Sisters.

Many single books for teachers to read to pupils, as Little Flower People, Dunton's Young Folks' Library Series, and similar books.

## OTHER SUBJECTS.

In teaching subjects for which outlines are not given in this Report, teachers are requested, for the present, to follow the Course of Study as published in the Report of last year.

# LIST OF TEACHERS.

Corrected Jan. 3, 1893.

## CETRAL GRAMMAR SCHOOL.

| GRADE. | NAME. | SALARY. | RESIDENCE. |
|---|---|---|---|
| IX | Susan M. Wilbur, Prin. | $500. | Andover, Mass. |
| VIII | Jessie B. F. Greene, | 400. | Ballardvale, Mass. |
| VII, VIII | Dollie M. Farnum, | 400. | Andover, Mass. |
| VII | Francis W. Meldrum, | 400. | Andover, Mass. |
| VI | Anna E. Chase, | 400. | Andover, Mass. |

## SOUTH CENTRE SCHOOL.

| | | | |
|---|---|---|---|
| V | Edith McLawlin, Prin. | $425. | Andover, Mass. |
| IV | Mary L. Bliss, | 400. | Andover, Mass. |
| III | Abby A. Richardson, | 400. | Andover, Mass. |
| II | Lucy A. Roach, | 400. | Andover, Mass. |
| I | Jennie S. Abbott, | 400. | Andover, Mass. |
| I | Laura F. Farnum, | 400. | Andover, Mass. |

## BALLARDVALE SCHOOL.

| | | | |
|---|---|---|---|
| VIII, IX | Daphne S. Knapp, Prin. | $425. | Ballardvale, Mass. |
| VI, VII | Caroline A. Dean, | 400. | Andover, Mass. |
| IV, V | Mary F. Brown, | 400. | Ballardvale, Mass. |
| II, III | Annie O. S. Clemons, | 400. | Ballardvale, Mass. |
| I | Rubina S. Copeland, | 400. | Ballardvale, Mass. |

## ABBOTT VILLAGE SCHOOL.

| | | | |
|---|---|---|---|
| V, VI | Margaret C. Donovan, Prin. | $425. | Andover, Mass. |
| III, IV | Jennie Birnie, | 400. | Andover, Mass. |
| I, II | Maria D. McLeod, | 400. | Andover, Mass. |

## FRYE VILLAGE SCHOOL.

| | | | |
|---|---|---|---|
| VII, VIII, IX | Agnes C. Morrison, Prin. | $425. | Andover, Mass. |
| IV, V, VI | Elizabeth Richardson, | 400. | Andover, Mass. |
| I, II, III | Helen W. Battles, | 400. | Andover, Mass. |

## WEST CENTRE SCHOOL.

| | | | |
|---|---|---|---|
| VII, VIII, IX | Hannah R. Bailey, Prin. | $425. | Andover, Mass. |
| I to VI | Mary B. Hardy, | 400. | Andover, Mass. |

| GRADE. | NAME. | SALARY. | RESIDENCE. |
|---|---|---|---|
| | SCOTLAND SCHOOL. | | |
| I to IX | Ida G. Goldthwait, | $400. | Andover, Mass. |
| | HOLT SCHOOL. | | |
| I to IX | Lois A. Woodworth, | $400. | Andover, Mass. |
| | OSGOOD SCHOOL. | | |
| I to IX | Lilla B. Robinson, | $400. | Andover, Mass. |
| | BAILEY SCHOOL. | | |
| I to IX | Eva A. Hardy, | $400. | Box 755, Lowell. |
| | ABBOTT SCHOOL. | | |
| I to IX | Lilla A. Abbott, | $400. | Box 39, Lawrence. |
| | NORTH SCHOOL. | | |
| I to IX | Ida J. Holt, | $350. | Andover, Mass. |

SPECIAL TEACHERS.

Drawing and Penmanship.— Annie A. Robinson, $560. Andover.
Music.— Edward Butterworth, $400. North Andover Depot.

# STATISTICAL TABLE OF THE SCHOOLS,

## FOR THE SCHOOL YEAR ENDING JUNE 23, 1892.

| SCHOOL. | YEAR. | TEACHER. | Number Registered. | Average Membership | Average Attendance | Per cent. of Attendance |
|---|---|---|---|---|---|---|
| Central Grammar | IX | Clara A. Putnam | 47 | 43 | 41 | 95 5 |
| | VIII | Susan M. Wilbur | 60 | 45.4 | 42.6 | 94 |
| | VII-VIII | Laura F. Farnum | 31 | 28 3 | 26 5 | 93.7 |
| | VII | Francis W. Meldrum | 59 | 45 8 | 44 | 96 |
| | VI | Anna E. Chase | 47 | 38.8 | 35.3 | 90 9 |
| South Centre | V | Edith A. McLawlin | 42 | 32.3 | 30.2 | 93.2 |
| | IV | Bertha L. Smith | 39 | 36.5 | 33.6 | 91.9 |
| | III | Abby A. Richardson | 38 | 32.2 | 28.4 | 88 |
| | II | Lucy A. Roach | 56 | 45.1 | 40 3 | 89.1 |
| | I | Jennie S. Abbott | 36 | 33 | 26.5 | 80.4 |
| | I | Minerva Dudley | 52 | 39.1 | 26.3 | 67.2 |
| Ballard Vale | VIII-IX | Daphne S. Knapp | 34 | 25.6 | 24.4 | 95.3 |
| | VI-VII | Caroline A. Deane | 35 | 32.3 | 29 5 | 91.5 |
| | IV-V | Mary F. Brown | 40 | 34 | 32 | 94 |
| Separated April 11. | II-III | Annie O. S. Clemons | 35 | 33 | 29.8 | 90.2 |
| | I | Rubina S. Copeland | 42 | 40.3 | 34.5 | 85.5 |
| Abbott Village | V-VI | Margaret C. Donovan | 41 | 37.5 | 35.8 | 95.9 |
| | III-IV | Jennie A. Birnie | 43 | 41.1 | 37.6 | 91.5 |
| Change of teachers April 11. | I-II | Martha Manning / Maria D. McLeod | 42 | 34.7 | 31.1 | 89.8 |
| Frye Village | VII-IX | Agnes C. Morrison | 21 | 17.7 | 16.9 | 95.2 |
| | IV-VI | Helen Barnett | 33 | 31 | 29.1 | 94 |
| | I-III | Helen W. Battles | 41 | 35.5 | 32.6 | 91.9 |
| West Centre | VII-IX | Hannah R. Bailey | 18 | 17.1 | 15.9 | 92.9 |
| | I-VI | Mary B. Hardy | 27 | 23.5 | 20.3 | 86.6 |
| Scotland | I-IX | Dollie M. Farnum | 16 | 14.2 | 13.3 | 93.9 |
| Holt | I-IX | Lois A. Woodworth | 16 | 12.5 | 10 1 | 80 9 |
| Osgood | I-IX | Alice Bodwell | 23 | 19.2 | 16.4 | 85.1 |
| Bailey | I-IX | Eva A. Hardy | 10 | 9.1 | 7.2 | 78.8 |
| Abbott | I-IX | Lilla A. Abbott | 22 | 18.2 | 16 3 | 89.6 |
| North | I-IX | Elizabeth Richardson | 17 | 12.4 | 11.7 | 96.3 |

Number of children in town over five and under fifteen years of age, 1011

Number of children of all ages registered in Primary, Intermediate, and Grammar Schools of the town, 1063

Average registration, 910.4

Average attendance, 809.20

Average per-cent of attendance, 88.8

# TIME TABLE OF SUPERVISOR OF DRAWING.

## MONDAY.

| MORNING. | AFTERNOON. | | |
|---|---|---|---|
| North, Abbott, Bailey, Osgood. | 1.30–2.00, | Miss Wilbur, | Drawing. |
| | 2.00–2.30, | Miss Farnum, | " |
| | 2.30–3.00, | Miss Greene, | " |
| | 3.00–3·30, | Miss Meldrum, | " |

## TUESDAY.

| MORNING. | | | AFTERNOON. | | |
|---|---|---|---|---|---|
| 9.00–9.30, | Miss Richardson, | Drawing | 1.30–1.55, | Miss Dean, | Drawing. |
| 9.30–9.50, | Miss Roach, | " | 1.55–2.20, | Miss Knapp, | " |
| 9.50–10.20, | Miss Bliss, | " | 2.20–2.45, | Miss Brown, | " |
| 10.45–11.05, | Miss Farnum, | " | 2.45–3.00, | Miss Clemons, | " |
| 11.05–12.25, | Miss Abbott | " | 3.00–3.15, | Miss Copeland, | " |
| 11.30–12.00, | Miss McLawlin | " | 3.15–3.30, | Miss Dean, | Writing. |

## WEDNESDAY.

| MORNING. | | | AFTERNOON. | | |
|---|---|---|---|---|---|
| 9.00–9.20, | Miss McLawlin, | Writing. | 1.30–1.50 | Miss Morrison, | Writing. |
| 9.20–9.40, | Miss Wilbur, | " | 1.50–2.10 | Miss Richardson, | " |
| 9.40–10.00, | Miss Greene, | " | 2.10–2.25 | Miss Battles, | " |
| 10.00–10.30, | Miss Chase, | Drawing. | 2.45–3.00 | Miss Abbott, | " |
| 10.45–11.05, | Miss Meldrum, | Writing. | 3.00–3.15 | Miss Farnum, | " |
| 11.05–11.25, | Miss Farnum, | " | 3.15–3.30 | Miss Richardson, | " |
| 11.25–11.40, | Miss Roach, | " | | | |
| 11.40–12.00, | Miss Bliss, | " | | | |

## THURSDAY.

| MORNING. | AFTERNOON. | | |
|---|---|---|---|
| Holt, Scotland, West Parish. | 1.30–2.00 | Miss Donovan, | Drawing. |
| | 2.00–2.30 | Miss Birnie, | " |
| | 2.30–2.50 | Miss McLeod, | " |
| | 3.10–3.30 | Miss Chase, | Writing. |

## FRIDAY.

| MORNING. | | | AFTERNOON. | | |
|---|---|---|---|---|---|
| 9.00–9.15, | Miss McLeod, | Writing. | 1.30–2.00 | Miss Morrison, | Drawing |
| 9.15–9.35, | Miss Birnie, | " | 2.00–2.30 | Miss Richardson, | " |
| 9.35–9.55, | Miss Donovan, | " | 2.30–2.50 | Miss Battles, | " |
| 10.45–11.00, | Miss Brown, | " | | | |
| 11.00–11.10, | Miss Clemons, | " | | | |
| 11.25–11.30, | Miss Copeland, | " | | | |
| 11.30–11.50, | Miss Knapp | " | | | |

# TIME TABLE OF SUPERVISOR OF MUSIC.

## ALTERNATE MONDAYS.

| | |
|---|---|
| 9.00–9.20 A. M., | Miss Farnum |
| 9.20–9.40, | Miss Abbott |
| 9.40–10.00, | Miss Roach |
| 10.00–10.25, | Miss Richardson |
| 9.00–9.30, | Miss Birnie |
| 9.30–9.55, | Miss McLeod |
| 9.55–10.30, | Miss Donovan |
| 10.40, | Scotland |
| 11.30, | Holt |

## ALTERNATE WEDNESDAYS.

| | |
|---|---|
| 9.00, A. M., | North |
| 9.50, | Abbott |
| 10.45, | Bailey |
| 11.30, | Osgood |
| 9.00–9.30, | Miss Birnie |
| 9.30–9.55, | Miss McLeod |
| 9.55–10.30, | Miss Donovan |
| 10 50, | Miss Wilbur |
| 11.25, | Miss Meldrum |
| 1.30–1.50, P. M., | Miss Bailey |
| 1.50–2.10, | Miss Hardy |
| 2.20–2.35, | Miss Battles |
| 2.35–3.00, | Miss Richardson |
| 3.00–3.30, | Miss Morrison |

## FRIDAYS.

### CENTRAL GRAMMAR.

| | |
|---|---|
| 9.00–9.40, | In the Hall |
| 9.40–10.10, | Miss Meldrum |
| 10.10–10.35, | Miss Chase |
| 10.50–11.25, | Miss Bliss |
| 11.25–12.00, | Miss McLawlin |

### BALLARDVALE.

| | |
|---|---|
| 1.30–1.45, | Miss Copeland |
| 1.45–2.00, | Miss Clemons |
| 2.00–2.25, | Miss Brown |
| 2.25–2 50, | Miss Dean |
| 2.50–3.30, | Miss Knapp |

# GRADUATES OF GRAMMAR DEPARTMENT,

JUNE 23, 1892.

## CENTRE GRAMMAR SCHOOL.

| Name. | Age. | Present Location. |
|---|---|---|
| Susie E. Abbott, | 12 | High School. |
| Stephen Abbott, | 15 | High School. |
| Bella Angus, | 13 | At work. |
| Jasper Blood, | 14 | At home. |
| Henry Bodwell, | 13 | High School. |
| David Burns, | 15 | High School. |
| William Butterfield, | 15 | High School. |
| Lola Charnley, | 15 | High School. |
| Eva Clark, | 14 | High School. |
| Ralph Clement, | 15 | Commercial School. |
| Ervin Clough, | 16 | Commercial School. |
| Eva A. Clough, | 16 | High School. |
| Addie Cox, | 12 | High School. |
| Lizzie Craik, | 11 | At home. |
| John Craik, | 15 | Grammar School. |
| Anna Cullinane, | 15 | High School. |
| Timothy Cullinane, | 15 | High School. |
| Clarence Currier, | 16 | High School. |
| Aleck Dick, | 14 | At work. |
| Martin Doherty, | 15 | At work. |
| John Downing, | 14 | High School. |
| William Driscoll, | 15 | At work. |
| Lewis Eastman, | 16 | High School. |
| Laura Farnham, | 15 | High School. |
| Hattie Eenerly, | 17 | Left town. |
| Arthur Flint, | 13 | Left town. |
| Mamie Foster, | 13 | At home. |
| Cornelia Gould, | 13 | Abbot Academy. |
| Della Haynes, | 14 | High School. |
| Pollie Hayward, | 14 | Deceased. |
| Madeline Hewes, | 13 | High School. |
| Gracie Higgins, | 15 | High School. |
| Ella Holt, | 13 | High School. |
| Walter Holt, | 14 | High School. |
| Cecelia Kydd, | 12 | High School. |

| Name. | Age. | Present Location. |
|---|---|---|
| Lizzie Lane, | 13 | At work. |
| Albert May, | 13 | Mill. |
| Fred Minor, | 14 | High School. |
| Bella Murphy, | 14 | At work. |
| Marion Paine, | 13 | High School. |
| George Putnam, | 18 | High School. |
| Mary Ryder, | 13 | High School. |
| Mary Smith, | 13 | Abbot Academy. |
| Edna Smith, | 13 | High School. |
| Alice Stone, | 14 | High School. |
| Eleanor Thompson, | 14 | Abbot Academy. |
| Alice Whitney, | 14 | High School. |

WEST CENTRE SCHOOL.

| | | |
|---|---|---|
| Florence A. Burtt, | 13 | High School. |
| Etta M. Osgood, | 13 | At work. |
| Emma M. Phelps, | 13 | High School. |
| Ethel Trow, | 12 | High School. |
| Ralph Trow, | 14 | High School. |

BALLARD VALE SCHOOL.

| | | |
|---|---|---|
| Ethel Colbath, | 12 | High School. |
| Johanna Crawford, | 15 | At home. |
| James Keeland, | 17 | High School. |
| Nellie Matthews, | 14 | High School. |
| Laura Moore, | 15 | High School. |
| John O'Donnell, | 12 | High School. |
| Mary Scott, | 13 | High School. |
| Arthur Ward, | 13 | High School. |

FRYE VILLAGE SCHOOL.

| | | |
|---|---|---|
| Edith Donald, | 12 | High School. |
| Helen Ritchie, | 13 | High School. |

OSGOOD SCHOOL.

| | | |
|---|---|---|
| Gertrude Wardman, | 14 | High School. |

ABBOTT SCHOOL.

| | | |
|---|---|---|
| Eugene Butterfield, | 13 | At work. |
| Lester Butterfield, | 11 | At work. |
| Minnie Edwards, | 15 | At home. |
| Wesley Hardy, | 13 | Home. |

# LAWS RELATIVE TO SCHOOLS, AND TO CHILDREN OF SCHOOL AGE.

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[PUBLIC STATUTES AS AMENDED.]

## CHAPTER 47.

*Of the Attendance of Children in the Schools.*

*SECTION 1. Every person having under his control a child between the ages of eight and fourteen years, shall annually cause such child to attend some public day school in the city or town in which he resides, and such attendance shall continue for at least thirty weeks of the school year if the schools are kept open that length of time, with an allowance of two weeks' time for absences not excused by the superintendent of schools or the school committee, and for every neglect of such duty the person offending shall, upon complaint of the school committee or any truant officer, forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars; but if such child has attended for a like period of time a private day school approved by the school committee of such city or town, or if such child has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, such penalties shall not be incurred.

†SECT. 2. For the purpose of the preceding section school committees shall approve a private school only when the teaching in all the studies required by law is in the English language, and when they are satisfied that such teaching equals in thoroughness and efficiency the teaching in public schools in the same locality, and that equal progress is made by the pupils therein, in the studies required by law, with that made during the same time in the public schools; but they shall not refuse to approve a private school on account of the religious teaching therein.

*1889, chap. 464; 1890, chap. 384. †1889, chap. 464.

[Acts of 1887.]

## CHAPTER 433.

*An Act relating to the Employment of Minors who cannot read or write in the English Language.*

[Section one was repealed by chapter three hundred and forty-eight, acts of eighteen hundred and eighty-eight.]

Sect. 2. Every person who regularly employs, or permits to be employed, a minor fourteen years of age, or over, who cannot read and write in the English language, provided such minor has been, since reaching the age of fourteen, for one year continuously a resident of a city or town in this commonwealth wherein public evening schools are maintained, and is not a regular attendant of a day or evening school, shall, for every such offense, forfeit not less than fifty nor more than one hundred dollars, for the use of the evening schools of such city or town.

[Acts of 1888.]

## CHAPTER 348.

[As amended by Chapters 291 and 464. 1889, and Chapter 384, 1890.]

*An Act in Relation to the Employment of Children.*

Section 1. No child under thirteen years of age shall be employed at any time in any factory, workshop or merchantile establishment. No such child shall be employed in any indoor work, performed for wages or other compensation, to whomsoever payable, during the hours when the public schools of the city or town in which he resides are in session, or shall be employed in any manner during such hours unless during the year next preceding such employment he has attended school for at least thirty weeks, as required by law.

Sect. 2. No child under fourteen years of age shall be employed in any manner before the hour of six o'clock in the morning or after the hour of seven o'clock in the evening. No such child shall be employed in any factory, workshop or mercantile establishment, except during the vacation of the public schools in the city or town where he resides, unless the person or corporation employing him procures and keeps on file a certificate and employment ticket for such child as prescribed by section four of this act, and no such child shall be employed in any indoor work, performed for

wages or other compensation, to whomsoever payable, during the hours when the public schools of such city or town are in session unless as aforesaid, or shall be employed in any manner during such hours unless during the year next preceding such employment he has attended school for at least thirty weeks as required by law; and such employment shall not continue in any case beyond the time when such certificate expires. The chief of the district police, with the approval of the governor shall have authority to designate any kind or kinds of employment in factories, workshops or mercantile establishments as injurious to the health of children under fourteen years of age employed therein, and after one week's written notice from said chief to the employer or his superintendent, overseer or agent of such designation no such child shall be employed in any such kind or kinds of employment in any factory, workshop or mercantile establishment.

SECT. 3. No child under sixteen years of age shall be employed in any factory, workshop or mercantile establishment unless the person or corporation employing him procures and keeps on file the certificate required in the case of such child by the following section, and also keeps on file a full and complete list of such children employed therein.

SECT. 4. The certificate of a child under fourteen years of age shall not be signed until he presents to the person authorized to sign the same an employment ticket, as hereinafter prescribed, duly filled out and signed. The certificate and the employment ticket shall be separately printed, and shall be printed in the following forms respectively, and the blanks therein shall be filled out and signed as indicated by the words in brackets. . . . . .

SECT. 5. In cities and towns having a superintendent of schools said certificate shall be signed only by such superintendent, or by some person authorized by him in writing; in other cities or towns it shall be signed by some member or members of the school committee authorized by vote thereof: *provided, however*, that no member of a school committe, or other person authorized as aforesaid, shall have authority to sign such certificate for any child then in, or about to enter, his own employment, or the employment of a firm of which he is an officer or employee. The person signing the certificate shall have authority to administer the oath provided for therein but no fee shall be charged therefor; such an oath may be administered by any justice of peace.

SECT. 6. The certificate as to the birthplace and age of a child shall be signed by his father if living and a resident of the same city or town; if not, by his mother; or if his mother is not living, or if living is not a resident of the same city or town, by his guardian; if a child has no father, mother or guardian living in the same city or town, his own signature to the certificate may be accepted by the person authorized to approve the same.

SECT. 7. No child who has been continuously a resident of a city or town since reaching the age of thirteen years shall be entitled to receive a certificate that he has reached the age of fourteen unless or until he has attended school according to law in such city or town for at least thirty weeks since reaching the age of thirteen, unless such child can read at sight and write legibly in the English language or is exempted by law from such attendance. Before signing the approval of the certificate of age of a child, the person authorized to sign the same shall refer to the last school census taken under the provisions of section three of chapter forty-six of the Public Statutes, and if the name of such child is found thereon, and there is a material difference between his age as given therein and as given by his parent or guardian in the certificate, allowing for lapse of time, or if such child plainly appears to be of materially less age than so given, then such certificate shall not be signed until a copy of the certificate of birth or of baptism of such child, or a copy of the register of its birth with a town or city clerk, has been produced, or other satisfactory evidence furnished that such child is of the age stated in the certificate.

SECT. 8. The truant officers may, when so authorized and required by vote of the school committee, visit the factories, workshops, and mercantile establishments in their several cities and towns, and ascertain whether any children under the age of fourteen are employed therein contrary to the provisions of this act, and they shall report any cases of such illegal employment to the school committee and to the chief of the district police or the inspector of factories for the district. The inspectors of factories, and the truant officers when authorized as aforesaid, may demand the names of all children under sixteen years of age employed in such factories, workshops and mercantile establishments, and may require that the certificates and lists of such children provided for in this act shall be produced for their inspection. Such truant officers shall inquire into the em-

†1889. chap. 291,

ployment, otherwise than in such factories, workshops or mercantile establishments, of children under the age of fourteen years, during the hours when the public schools are in session, and may require that the aforesaid certificates of all children under sixteen shall be produced for their inspection; and any such officer, or any inspector of factories, may bring a prosecution against a person or corporation employing any such child, otherwise than as aforesaid, during the hours when the public schools are in session, contrary to the provisions of this act, if such employment still continues one week after written notice from such officer or inspector that such prosecution will be brought, or if more than one such written notice, whether relating to the same child or to any other child, has been given to such employer by a truant officer or inspector of factories at any time within one year.

SECT. 9. Every parent or guardian of a child under fourteen years of age who permits any employment of such child, contrary to the provisions of this act, and every owner, superintendent or overseer of any factory, workshop or mercantile establishment who employs, or permits to be employed therein, any child contrary to the provisions of this act, and any other person who employs any child contrary to the provisions of this act, shall, for every such offense, forfeit not less than twenty or more than fifty dollars for the use of the public schools of the city or town. Every parent, guardian, or person authorized to sign the certificate prescribed by section four of this act, who certifies to any materially false statement therein, shall be punished by fine not exceeding fifty dollars, or by imprisonment not exceeding thirty days, or by both such fine and imprisonment. A failure to produce to a truant officer or inspector of factories the certificate required by the provisions of this act shall be prima facie evidence of the illegal employment of the child whose certificate is not produced.

# REPORT

OF THE

# PUNCHARD FREE SCHOOL.

# PUNCHARD FREE SCHOOL.

## PRINCIPAL'S REPORT.

TO THE TRUSTEES OF PUNCHARD FREE SCHOOL.

Gentlemen: The school year which ended June 23, 1892, was a prosperous one for Punchard. The membership was the largest in the history of the school, and more than forty larger than it was four years ago. As in last year's Report, statistical matter relates to the school year, closing in June. In the body of the Report some things will be mentioned that have occurred more recently.

### TERMS.

FALL TERM, from September 14, 1891, to December 18, 1891.

WINTER TERM, from January 4, 1892, to March 25, 1892.

SPRING TERM, from April 11, 1892, to June 23, 1892.

### SCHOOL STATISTICS.

| | Fall Term. | Winter Term. | Spring Term. |
|---|---|---|---|
| Length of School, in days, | 70 | 60 | 54 |
| Average membership, | 104 | 102 | 90 |
| Average attendance, | 102 | 97 | 87.3 |

| | |
|---|---|
| Length of School Year, | 37 weeks. |
| Number of different pupils attending during the year, | 105 |
| Number of pupils not enrolled in some other school in town, | 105 |
| Number over 15 years of age, | 73 |
| Number between 8 and 14, | 32 |
| Average membership for the year, | 99 |
| Average attendance for the year, | 96 |

## ROLL OF HONOR.

### Pupils who have not been absent or tardy.

FALL TERM.

Bell, Stewart S.
Nims, M. Harlan
Roberts, J. Percy
Perkins, Anna K.
Daley Jerry J.
Eames, Charles H.
Moody, Almon S.
Remington, Aug. J.
Abbott, Alice
Abbott, Leslie
Burtt, Gertrude
Burtt, Grace
Holt, Gertrude E.
Stott, Ethel A.
Birnie, Otis
Donald William G.
Gleason, James E.
Hussey Edward
Smith, J. Lewis
Whittemore Fred
White, Richard
Hardy, Edith
Roberts, Gertrude A.
Smith, Agnes
Spinney, Maud
French, Fannie
Merrill, H. G.
Riley, Thos.
Stott, Jos. E.
Clayberger, Lillian
Coutts, Alice S.
Dodson, Alice
Donovan, Mary
Eaton, Alice B.
Farnum, Ida N.
Fitzgerald, Alice
Flint, Charlotte E.
Flint, Clara G.
French, Lilla M.
Gibson, Aggetia
Lambert, Charlotte L.
Lane, Lizzie
Mason, Lucy C.
Murphy, Annie G.
Nolan, Katie M.
O'Donnell, Katie
Perkins, M. Ruth
Phillips, Maggie M.
Poor, Edith
Robinson, Mary S.
Russell, Nellie E.
Thomes, Maud L.
Wakefield, Florence B.
Wakefield, Ruth A.
White, Lora M.
Young, Esther M.

Lamont, Lizzie

WINTER TERM.

Roberts, J. Percy
Daley, Jerry J.
Eames, Charles H.
Moody, Almon
Burtt, Gertrude
Burtt, Grace
Donovan John J.
Gleason, James E.
Whittemore, Fred.
Cunningham, Nellie
Hardy, Edith
Roberts, Gertrude A.
Haynes, Edw.
Sisco, John C.
Stott, Joseph E.
Eaton, Alice B.
Flint, Charlotte E.
Hayward, Ellen
Murphy, Annie G.
O'Donnell, Katie
Russell, Nellie E.

SPRING TERM.

Bell, Stewart S.
Nims, M. Harlan
Roberts, J. Percy
Daley, Jerry J.
Eames, Charles H.
Moody, Almon S.
Abbott, Alice
Abbott, Leslie
Burtt, Gertrude
Burtt, Grace
Birnie, Otis
Donovan, John J.
Donald, Wm. G.
Gleason, James E.
Holt, Harry H.
Smith, J. Lewis
Whittemore, Fred
Colquhoun, Hattie
Roberts, Gertie A.
Saunders, Marie
Haynes, Edw.
Hovey, James H.
Merrill, H. G.
Riley, Thos.
Sisco, John C.
Stott, Jos. E.
Dodson, Alice
Churchill, Marlboro
Hagerty, Wm.
Eaton, Alice B.
Fitzgerald, Alice V.
Flint, Charlotte E.
French, Lilla M.
Goodwin, Lilla
Hayward, Ellen
Lamont, Lizzie
Mason, Lucy C.
Murphy, Annie G.
O'Donnell, Katie
Perkins, M. Ruth
Phillips, Maggie W.
Robinson, Mary S.
Russell, Nellie E.
Wakefield, Ruth A.
White, Lora M.
Young, Esther M.

# COURSE OF STUDY.

## GENERAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | French. |
| Chemistry — Qual. Anal. | French. | Botany. |
| French. | Science of Government. | English Literature. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |

## CLASSICAL COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Cicero. | Cicero. | Latin. |
| Iliad. | Iliad. | Greek. |
| Review of Mathematics. | French. | French. |
| French. | Reviews. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Virgil. | Virgil. | Virgil. |
| Anabasis. | Anabasis. | Anabasis. |
| Greek Prose. | Greek Prose | French. |
| French. | French. | |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Caesar. | Caesar. | Caesar. |
| Greek Grammar. | Greek Lessons. | Greek Lessons. |
| Geometry. | Geometry. | Geometry. |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Latin Lessons. | Latin Lessons. | Latin Lessons. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | Roman History. |

## ENGLISH COURSE.

### First Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| French. | French. | French. |
| Geology. | Astronomy. | Reviews. |
| English Literature. | English Literature. | Reviews. |

### Second Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Chemistry—Qual. Anal. | French. | French. |
| Trigonometry. | Science of Government. | English Literature. |
| English Authors. 1 | Rhetoric. 4* | |
| French. | English Authors. 1 | Botany. |

### Third Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Physics. | Physics. | General Chemistry. |
| Geometry. | Geometry. | Geometry. |
| History. 4 | History. 4 | History. 4 |
| American Authors. 1 | American Authors. 1 | American Authors. 1 |

### Fourth Class.

| Fall. | Winter. | Spring. |
|---|---|---|
| Commercial Arithmetic. | Bookkeeping. | Physiology. |
| Algebra. | Algebra. | Algebra. |
| English Language. | English Language. | History. |
| | Commercial Law. | Book Keeping. |
| | Physiology. | Commercial Law. |

Drawing, Singing, Compositions, Declamations, Military Drill, Gymnastics (Ling System), for the entire school.

* The figures indicate the number of recitations a week in each study.

All the courses outlined on the preceding pages have been conducted without essential modification during the year. The number of pupils pursuing each course is as follows:

| | | |
|---|---|---|
| General Course, | | 41 |
| English Course, | | 45 |
| Preparatory Course: | | |
| For College, | 16 | |
| For Institute Technology, | 3 | |
| | — | 19 |
| | | 105 |

The graduating class numbered six. Of these two were admitted to college, one to the Institute of Technology, and one is taking a post-graduate course. This pupil received a diploma in the general course and is taking the necessary studies, not covered by that diploma, to prepare for Harvard. One post-graduate who took some studies at Punchard during the year has been admitted to college. During the past four years there have been admitted directly from Punchard to college nine pupils, and to the Institute of Technology one. One pupil has passed the preliminaries for the Institute, and is expected to pass the finals with credit next June. We will prepare any apt and ambitious pupil whose age is fifteen or over for the Institute of Technology in three years. It would be better for a younger pupil to take the complete course of four years.

The plan of admitting pupils from the Grammar schools on their diploma works well on the whole. Some are given their diplomas before they have fairly earned them, and we are obliged to drop them out soon after they have entered. The remedy for this is not a change of method, but greater care in giving diplomas to grammar school pupils. As it is we get no larger proportion of poorly prepared pupils than by the method of examination. But we ought not to get so many. Pupils should have some experience of study as a serious matter before they enter the high school. Much

of our time the first year is consumed in teaching the pupil how to do things for himself. This is a state of things not at all peculiar to Andover, but is none the less a matter to be reformed altogether.

In regard to application in our own school, some (a very few) study too much; more, not enough. It seems difficult to get some parents to see the necessity of home study. No parent should feel that his child is doing his full duty by his school work unless he is studying two hours a day at home. The amount of time that can be given to study in school is small. It is the first duty of the school to form in all its pupils the habit of close and continued application. The school that fails at this point fails completely. We sometimes ask pupils to write on a slip of paper the amount of time they are spending in home study. A reply recently received was, "I begin after dinner and study till I get my lessons." That is better than hours, minutes and seconds.

An examination of the records of the school from 1865 to the present shows that one-third of all the pupils who enter Punchard leave at or before the end of the first year and that another third drop out before the completion of the course. While this seems and is a large falling off, it is comparatively, a good showing. For, in the country at large, only twenty to twenty-five per cent of those who enter high schools complete the course. It may be that a two years' course devoted wholly, or largely, to business studies would keep many pupils in school a year longer than they now remain and save tuition and other expenses to some who now leave early in the course to attend Commercial Schools and Business Colleges. All of our courses need revision to provide for every pupil four years uninterrupted work in English. We have recently adopted a plan that will give the pupils practice in composition work throughout the course, but this is hardly sufficient.

In the last five years, property to the value of about six hundred dollars has been added to the equipment of the school by the pupils and their friends through fairs, etc., the most

recent addition being a piano for the hall, presented by the classes of '92 and '93, who have the thanks of the school for their generous gift.

I wish to express here the thanks of both teachers and pupils to the Trustees for calling the attention of the Town to our needs a year ago, and to the citizens of Andover for coming so promptly to our relief by giving us the addition to the school building, asked for at the last town meeting. There is need of more money to move the out-building farther away from the school-house, to introduce running water, to fit up a physical laboratory and to heat and ventilate the old building. The heating and ventilating of the old building can, if necessary, be deferred until next year. The other matters should receive immediate attention.

I desire also to mention here, with thanks, the kind offer of Mr. John N. Cole, of the Andover Townsman, of prizes for excellence in English Composition. The Alumni and friends of the school can help us greatly by the offer of prizes, by the gift of books for the library, specimens for our various collections, money for the purchase of apparatus, and by their presence at the regular exercises of the school.

It has been a very favorable circumstance for the school that it has had the services of the same conscientious, efficient assistant teachers as in the year before.

Respectfully submitted,

FRANK O. BALDWIN,

PRINCIPAL.

## TRUSTEES OF PUNCHARD FREE SCHOOL.

Rev. J. J. Blair,
Samuel H. Boutwell,
Charles H. Gilbert,
George Gould,
Rev. F. W. Greene,
Rev. Frederic Palmer.
George H. Poor,
Horace H. Tyer.

## ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1890–91.

President, Rev. Frederic Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:
Rev. Frederic Palmer,
Rev. F. W. Greene,
Samuel H. Boutwell.

Prudential Committee:
George Gould,
Horace H. Tyer.

Auditing Committee:
George Gould,
Charles H. Gilbert.

## TEACHERS.

Frank O. Baldwin, Principal.

Miss Mary E. Dern, Assistant.

Miss Mary A. Abbot, Assistant.

Miss Lucia G. Merrill, Assistant.

# REPORT

OF

# THE PUBLIC SCHOOLS

OF THE

## TOWN OF ANDOVER, MASS.,

FOR THE

## YEAR 1893.

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ANDOVER, MASS.:
ANDOVER PRESS, PRINTERS.
1894.

# SCHOOL COMMITTEE, 1893-'94.

| | | | | |
|---|---|---|---|---|
| J. Newton Cole, Chairman, | Term expires | March | | 1894 |
| George D. Pettee, | " | " | " | 1894 |
| Miss Clara Putnam, | " | " | " | 1894 |
| C. H. Shattuck, Jr., | " | " | " | 1894 |
| F. O. Baldwin, | " | " | " | 1895 |
| Mrs. L. A. Wilson, | " | " | " | 1895 |
| John Alden, | " | " | " | 1896 |
| John N. Cole, | " | " | " | 1896 |
| William Odlin. | " | " | " | 1896 |

W. A. Baldwin, Secretary and Superintendent.

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Regular Meetings of the Committee:

The last Tuesday of every month at 7.30 P. M

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## TRUANT OFFICERS.

John Dearborn, Ballardvale.
George Mears, Centre and West Parish.

# STANDING COMMITTEES.

Advisory and Auditing Committee:
J. Newton Cole, John N. Cole, William Odlin.

Committee on Teachers and Music:
John Alden, Mrs. L. A. Wilson, Geo. D. Pettee.

Committee on Text-books and Supplies:
F. O. Baldwin, Miss Clara Putnam, C. H. Shattuck.

Sub-Committees:

Central Grammar, South Centre, and Abbott Village Schools: Frank O. Baldwin, and John Alden.

Ballard Vale, Holt, and Scotland Schools: C. H. Shattuck, Mrs. L. A. Wilson, and J. Newton Cole.

West Centre, Frye, Osgood, Bailey, Abbott, and North Schools: John N. Cole, William Odlin, and Miss Clara Putnam.

# REPORT

OF

# THE SCHOOL COMMITTEE FOR 1893.

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*To the Citizens of the Town of Andover:*

Your School Board would respectfully submit the following report in addition to that made by the Superintendent of Schools.

## HEATING THE SCHOOL BUILDINGS AT THE CENTRE.

Great difficulty has been experienced in the last few years in keeping the Grammar school-house warm, the janitor having to go there as early as two o'clock on the coldest mornings in order to get the rooms warm in season for school.

The committee sought the advice of those familiar with steam heating, and became convinced that the boiler was not adequate, and that the return pipes were not properly located. It was decided to remedy these defects by putting in a new boiler and changing the piping, which was done at a cost of about $600.00. The results have been excellent; less fuel is used, the rooms are warm, and the janitor has no charge for extra hours.

The furnace at the South Centre school-house, which it was expected would be replaced by a new one, has been kept in use for this winter, and, by the way, this is not the furnace that has been giving the trouble there in the last few weeks.

The plan in regard to this building is to use the boiler taken from the Grammar school-house and heat here by steam, possibly in connection with one of the hot air furnaces now in use. Four furnaces are used at present in this building, all of which are old and very much out of repair, and it is necessary either to replace them by new ones or to substitute some other system, and it will no doubt be more economical to put in a boiler and the requisite piping for steam heat. Another reason for making this change now is the fact that the smoke flues in this building are in very bad shape, and if all four have to be used, as at present, the chimneys will very likely have to be rebuilt.

## ABBOTT VILLAGE SCHOOL-HOUSE.

Under the direction of the Building Committee, appointed by the Town at the March meeting, this house has been erected, and its four cheerful rooms are now occupied, much to the satisfaction of teachers and pupils.

The appropriation for the building of this house was not sufficient for its furnishing, and this expense has unexpectedly fallen on the regular appropriation for school-houses, and a large part of the amount expended will come in on this year's appropriation. The committee has been as economical as possible in this matter, and has fitted two of the rooms with desks from the old houses.

## PUNCHARD SCHOOL-HOUSE.

An efficient sub-committee planned and carried out the work undertaken at this building, and it is now supplied with town water, and also has a well equipped laboratory suitable for the work which has heretofore been hindered by the lack of sufficient room and appliances.

## NORTH DISTRICT SCHOOL-HOUSE.

This house is in a very bad condition, and the question will

soon have to be decided whether the school shall be consolidated with some other or a new school-house built.

## CONSOLIDATION OF THE HOLT AND SCOTLAND DISTRICT SCHOOLS.

Your committee has carefully considered the proposition of bringing the children from both these schools into the Centre, but the opposition on the part of some of the parents has led to the conclusion that it will not be wise to attempt this at present, although the committee believes that it would be for the best interests of the pupils.

The committee recommends, however, that there be a partial consolidation, by conveying the scholars from the Holt School, either to Scotland School or to the Centre School, and in order to ascertain what the wish of the town may be, the committee will ask that an article in regard to this matter be inserted in the Warrant for the coming Town Meeting, It is understood that there is no opposition to this plan which if carried out, will result in the reduction of expenses and be of advantage to the Holt District scholars. It would also give an opportunity for observing the workings of the consolidation system and would no doubt be of great value in solving this problem for other schools.

## APPROPRIATIONS.

Your committee is entrusted with the expenditure of a large amount of money, and it has been its purpose to use this money as wisely and economically as possible, and for the best permanent good of the schools.

The committee is very glad to be able to recommend for the current year the appropriation, for ordinary expenses, of a sum smaller than was called for last year, but regrets that the absolutely necessary expenditures for the South Centre heating and Abbott Village furnishing bring the total to so large a figure.

After careful consideration, the committee asks for the following amounts:

| | |
|---|---|
| For schools, | $19,000 00 |
| For school-houses, | 3,000 00 |
| For text-books and supplies, | 1,500 00 |
| Total, | $23,500 00 |

Should the Town vote an appropriation for conveying the Holt District pupils to some other school, the above amount can be reduced five hundred dollars ($500.00).

For further particulars in regard to our schools, we ask your careful attention to the report of our efficient Superintendent.

For the Board,

Respectfully submitted,

J. NEWTON COLE,

*Chairman.*

# REPORT

OF

# THE SUPERINTENDENT.

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*To the School Committee of the Town of Andover:*

Ladies and Gentlemen,—I have the honor of submitting to you my Annual Report, for the year 1893; this being the Fourth Annual Report of the Superintendent of Schools of this town.

The statistical portion of the report refers to the school year ending in June, 1893, while the report of the professional work includes the time from Jan. 1, 1893, to Jan. 1, 1894.

In a town like Andover the work of the Superintendent of Schools is somewhat varied. He must attend to the purchasing and distribution of a great variety of supplies, look after needed repairs, make out mill certificates, and do a hundred and one other things besides the purely professional work. By professional work is meant the selection and training of teachers. This is by far the most important work, and the odds and ends should not be allowed to push this aside.

During the past year the main force of your Superintendent has been put into this professional work. When the other work has permitted, schools have been visited once a week. Teachers' meetings have been held weekly and sometimes oftener. Teachers have been encouraged to do systematic visiting in other schools and to attend educational meetings. Professional reading has been indicated for teachers to do, and our teachers' library has been well used by them.

Much has been attempted; not so much has been accomplished. But in looking over the work of the year, it is easy

to see enough of growth and awakening along new lines to afford great encouragement. It is not so much the possession of truth as the striving for it which develops. And so with us it is not so much the attainment of anything, as that we are pressing forward, seeking to attain.

By far the most encouraging thing to me is the way in which the teachers grasp and strive to utilize new suggestions. Books referred to are eagerly read, and attempts are at once made to apply suggestions in the school work. Never have I seen a more earnest, conscientious, hard-working body of teachers. Many are rather inexperienced, some have not had sufficient preparatory training, but none are troubled with self-sufficiency, and nearly every one is anxious to be continually improving. This, I submit, is a healthful condition of things and promises well for the future of our schools.

## TEACHERS' MEETINGS.

Our weekly meetings have become an established thing, and the village teachers are as regular in their attendance as they expect their pupils to be in their school attendance.

The time of meeting is now Thursday from 4.30 to 5.30 P.M. Our monthly meetings are usually held on the last afternoon of each month. Grade meetings are held as often as once a term by the Superintendent, and the present drawing teacher is also holding grade meetings to outline and discuss, with the teachers of each grade, their work for the term.

At the weekly meetings all announcements are made, general suggestions and criticisms are given, but the main business is to take up and carry along some one line of work. This work may be put aside for a week or two on account of some subject which demands immediate attention, but it is always kept in mind and is resumed as soon as more pressing subjects have received due attention. The main line of work for the past year has been elementary science work and geography, as based on elementary science. A more detailed account of the work will be given under the head of "Geogra-

phy." (The work of the weekly meeting is usually given by the Superintendent, supplemented in a few cases by out-of-town speakers.)

The monthly meetings are in the hands of an association, consisting of the teachers of the town, with the Superintendent as presiding officer. The work presented at these meetings has been of a high order during the past year. Some very fine model lessons have been given by our own teachers. Our special teachers in drawing and gymnastics have given valuable papers, and we have had many excellent lectures from those who have come to us from out-of-town. Mr. J. C. Packard, instructor of Physics and Chemistry in the Brookline High School, spoke on "Nature Work." Superintendent W. K. Whitcomb of Lowell spoke on "Reading." Mr. W. Mead, supervisor of penmanship in Syracuse, N. Y., gave two talks on "Penmanship." L. P. Nash, Superintendent of Schools in Gardner, Mass., spoke on "Nature Work." Dr. A. E. Winship, editor of the *New England Journal of Education*, spoke on "Education." Miss May Stone of Chelsea, spoke on "Primary Reading." Prof. F. F. Murdock of the Bridgewater Normal School has spoken twice on "Geography."

After listening to such speakers as those mentioned above, we feel that there is still much for us to learn and that we should gird ourselves and be up and doing. Such speakers are usually an inspiration, but when, as has usually been the case, they speak along the same line as that along which we have been thinking and working, then, we find their work doubly valuable.

## READING.

Last year we tried replacing the old style reading books with Andrews' "Seven Little Sisters" in a fifth year class and with Irving's "Alhambra" in a ninth year class. These trials were so productive of good results that we have introduced "Vision of Sir Launfal" in the sixth year, "Hiawatha" into the seventh year, "Evangeline" into the eighth year,

and "Miles Standish" into the ninth year. Thus, the children in all grades, from the fourth year, are studying reading which is connected, and of literary value.

Attempts have been made to select or adapt books of literary value to children in the primary grades, but with little success. Books adapted to children of those grades must be of a light and "chatty" nature and can hardly be expected to possess much literary excellence. It seems to me wiser in those grades to use such reading books as the Cyr and Davis Readers, and to supplement this work with fables and choice stories read or told by the teacher, and quotations, selections and songs committed to memory by the pupils.

Nor does it seem wise to entirely discard the old readers in the higher grades. Where this has been done the children complain of lack of variety in the reading. This is in a way as harmful as the former too great variety. Suppose, for instance, that a class takes the "Alhambra" for a term; before the term is half over most of the class will have found time to privately read the book through, and so will be familiar with the story. The charm of novelty will have worn off, and some of the work will become very irksome to them. There is more or less sameness about any book of even the best author. The children are, for the time being, getting only one style of reading, and they get this day after day until it becomes positively distasteful. Of course, this may be avoided if the teacher will select only the choicest parts for study, allowing the pupils to read the rest silently between recitations. The class should be watched carefully, and as soon as the interest begins to flag, this book should be put aside for another by the same author, or perhaps for something of an entirely different character. Poetry should not be neglected but should have its full share of attention.

But all this would necessitate a larger outlay in books than the times would at present warrant. Something like the same result may be obtained with the old readers by taking up a selection of a prominent writer, then having the book from which the selection is taken, obtained from the library

and read by one or more pupils, the story being reported by the reader, and choice selections being read. Other writings from the same author may usually be found and read, and the books from which they are taken may be read. Many points in favor of the reading books might be enumerated, and I feel sure that their day of usefulness has not entirely passed. We shall, for the present, continue to use the old readers, while we supplement their work by the use of whole specimens of choice literature, as we can afford to purchase a variety.

## SUPPLEMENTARY READING.

All that has thus far been said applies especially to what is called by some thought-reading, in contrast to what is usually known as sight-reading. Now, supplementary reading should, as far as possible, be sight-reading. That is, it should be so easy for the reader that he can read it at sight. For instance, if he can read well in a Third Reader, then a Second Reader may do for a supplementary reader.

Supplementary reading should, therefore, have very few, if any, new words, and very few new ideas. It may and should contain new combinations of old ideas and of old words. As the name implies, it is reading along a line which has already been opened up and well started. The object is to augment the work already done, and to broaden and strengthen that work.

Great good and great harm are being done every day by supplementary readers. The world is full of them. This proves their popularity. Most of them are excellent; some of them are charming. Their authors are enthusiasts in various lines, and they are making children and intelligent parents enthusiastic over literature and nature work for the elementary schools. Teachers are also inspired and helped by these books.

But nature readers should not be used to take the place of real work. Nature work should cultivate observation, com-

parison, inference, judgment, orderly thought, and orderly expression, and a love of the beautiful in nature. The mind of the child should be stored with basal concepts, obtained from real things by means of which the child will be able to understand the things of which he hears and reads. The study of the real things should always come first, then this should be emphasized and broadened by the use of proper supplementary reading. In this way the books become of untold value. They find their proper sphere in supplementing the other work.

## ELEMENTARY SCIENCE WORK.

This branch of instruction has gained a foot-hold in nearly every well-organized school system. But it has come in so very rapidly, that much of the work is yet in rather a crude state.

Three kinds of work may be found in various places. The first kind consists in the reading of natural history readers, without object work or experiment. It is not in any right sense elementary science, and, as used, is of doubtful value. The second consists of lessons with natural objects and phenomena. This, when the lessons are properly given, is excellent, and most of the work which is worthy the name, is of this kind. In much of this work there is, however, a lack of unity and continuity. The ideas gained in one lesson have little relation to those gained in another lesson. The main object is the training of the mind in observation, comparison, inference and judgment, without much reference to the gaining of such ideas as will be used in later school work. The third kind of work is like the second, but is systematically arranged with reference to future work which shall be based upon it. The same mental training is being received, and besides, such ideas are being gathered as will be of use in future work; but the fact that the observations which are being made are to be used, adds interest to the work. And then, too, the re-combination of these ideas with others, helps to make all stronger, clearer, and more useful.

On account of belief in the foregoing, we are trying to unify our work in elementary science. Nearly all of that work is given with reference to geography and as elementary geography work. This helps to limit and give direction to our science work. It keeps us from scattering and going off on tangents. It furnishes just those fundamental ideas for the teaching of geography which are claimed to be so necessary to its proper presentation.

## GEOGRAPHY.

If one would appreciate the great changes which are being brought about in the method of teaching by the so-called new education, he can not do better than to consider the subject of geography.

Just a few years ago we were learning page after page of map questions, which means that we could tell on what part of the map certain black spots or lines were to be found. Nine-tenths of all we learned has been forgotten. It was useless lumber which cumbered, instead of broadening the mind. Not until we went to high school or college did we get out of the maze into which we were plunged and begin to comprehend that there was some order of dependence between physical features and soil, between a city and its environments.

The geography gained before leaving the grammar school did very little toward preparing a man for his life work. It is true that geography is a study of a life-time, and we can only start it in the elementary schools, but it should be well started, at least.

Frye has well said: "Geography spans a lifetime; but as a common school study, it consists of a natural sequence of subjects beginning in the primary grades and unfolding along the entire course. Every branch in the advanced work springs from a root in the elementary, and it is this unity of growth which alone merits the name of science."

Geography is a study of the surface of the earth with its rocks and soils, its plants and animals, and man with his mechanical work.

Geography broadens out into geology, botany, zöology, and history. It deals with the changes which are being made by the heat of the sun, the activities of water, air and man.

Geography in our schools should give the children fundamental ideas, with which they may build up pictures in their minds of the various great natural divisions of land and water, and understand their relation to each other, their forms, and the causes and results of the same. They should understand the effect of climate and soil upon productions, both vegetable and animal, and so upon the habitations and habits of man.

Geography should furnish not only facts, but reasons for those facts. Quite young children may infer that the torrid climate, which is like our hottest summer day, may be conducive to physical and mental inactivity; hence, that people living in the tropics would be indolent, sluggish, and unprogressive. Or they may observe the effects of the length and abruptness of a slope upon the creek and be led to infer the effects of slopes in South America upon the length and rapidity of the rivers. From these data, too, they will infer whether the streams are good for manufacturing or navigation.

And so geography is now expected to cultivate the child in observation, comparison, inference, and understanding. In other words, to give him a store of ideas, so related to each other and so grouped, that they will help him to understand new ideas as he hears or reads them.

Now, if geography is to do all this, it must be very carefully taught. The first three years should be spent in gaining ideas of things here in Andover, things which can be seen and touched many, many times. These ideas are basal concepts for all future work in geography. Upon these the fourth year teacher begins to build. Imaginary trips are taken to typical parts of the earth. Pupils are told how the soil, the climate, and the productions resemble or differ from what they have observed here at home.

During the fifth year the continent of South America is studied, as a unit of land structure. Here, an attempt is

made to combine all former ideas into an orderly and related whole. Every step of the work is based on similar work done in the home study, and so we simply get new combinations of old ideas. Much time is spent on this first continent, as it is to be used as a basis of comparison in the study of the other continents.

North America is next taken up and compared step by step with South America. Then Eurasia is compared with both, and Africa and Australia follow in like manner but are treated much more briefly.

## TREATMENT OF THE SUBJECT.

As promised in the last annual report, the subject of geography has received much attention during the year.

At first, weekly lectures were given on that aspect of psychology which seems to have the closest relationship to the underlying principles of geography. After discussing underlying principles, practical applications were made showing where old methods in geography teaching were wrong and needed changing. Then the work was taken up definitely and carefully, step by step and grade by grade. Then, again, it was treated from another standpoint; that of the dependence of all geography upon the physical features, and the necessity for careful work on the geography of Andover as a basis for all other work. Nine-tenths of the teachers went out with their pupils studying slopes, rocks and soils. Every school has its collection of the common rocks and soils of the neighborhood. Lectures were given on such subjects as the teaching of physical features, soil, climate and productions. Then very definite work was given on the teaching of the continent of South America as a typical continent.

Several lectures were given on this subject, outlining the work, showing about how much to give and how to connect the one part with the other. In all of this work references were given to pages in Parker, Frye and Murdock. Each school was furnished with a Murdock. Several Parker's and

Fryes are in the teachers' library, and most of the teachers have purchased for themselves one or both of these books. Much reading and study has also been done by them, in this connection, in physical geography and geology. And the little book called "Brooks and Brook Basins" has been a great source of inspiration to teachers and pupils.

Every teacher is willing to confess that the new way is much better than the old way in geography. And nearly every teacher feels that to teach the subject properly she must spend all of her spare time in preparation.

Thus far great emphasis has been put upon the work of nature in geography. It is fundamental and had been much neglected. Very soon now the study of man and his work in changing the surface of the earth and utilizing for his own benefit its physical forces will demand a larger share of our attention. Very much of this study will be taken up under the head of commercial geography.

Not more than one-fourth as many cities, rivers, capes and islands will be taken up in this study as formerly. These will be such as the man of average intelligence needs to know. They will be studied in connection with books of travel, touches of history, literature, and art, and a general survey of the commercial relations of the United States to the other countries of the globe.

We shall strive to heed the admonition of U. S. Commissioner of Education W. F. Harris who has said:—"The details of the process by which differences of soil, climate, and productions arise should not be allowed to occupy so much of the pupil's time that he neglects to study the counter process of industry and commerce by which man visits all parts of the earth, and progressively overcomes the obstacles to his perfection by making climate and soil to suit himself wherever he wishes it.

## PRIZE ESSAYS.

It will be remembered that last year the Andover Townsman presented prizes for the best essays on the subject, "An-

dover's Advantages and Attractions." So much interest was awakened, and the results seemed in every way so productive of good, that the same offer has been renewed for this year.

## TEACHERS' LIBRARY.

The arrangement inaugurated last year, by which the money received from the teachers for the teachers' library was duplicated by the School Committee, has been continued this year. The library has been of great value to our teachers. The record of the books taken out is an interesting one, for it indicates fairly well what teachers are anxious to grow and those who are satisfied with present attainments. A list of the books of our teachers' library will be found in the appendix.

## TOWN LIBRARY.

Through the efforts of a committee appointed by you, arrangements have been made by the committee in charge of the town library, by which the teachers of the town have special library privileges. Thanks are especially due to Rev. C. C. Carpenter, who has spent much time and taken much trouble to perfect a satisfactory scheme. A teacher's card has been issued, which reads as follows: "Teachers in the public schools of Andover are allowed to take out on a special card books of an educational character, and for use in connection with school work, not exceeding the number of ten. Teachers are responsible for all books taken, according to the ordinary regulations of the library, but the librarian shall extend the time without the usual interim of one day, provided the books are not otherwise in demand. All books are to be returned at the close of each term. This card must always be presented with the slip when books are taken, and when they are returned or their time extended. It must be surrendered when the holder ceases to be a teacher in Andover." The plan has not been working long enough for any satisfactory report to be made concerning its results.

## THE SELECTION OF TEACHERS.

It will, perhaps, not be amiss to state what has been the policy of your teachers' committee and Superintendent in the selection of teachers to be recommended for selection by the School Committee. It has seemed fair to demand that the candidate have at least a high school education with either a normal training or considerable successful experience. Many local applicants are not recommended, simply because they do not deem it of sufficient importance to fit themselves. It has not seemed expedient to fill the schools with illy prepared, incompetent teachers for the sake of giving employment to those whose only claim is that they live in town. On the other hand, a sharp outlook is kept on those young ladies in town who are bending their best energies to carefully prepare themselves, and an attempt is made to get these promising ones into our schools.

It may surprise you to know that more than two-thirds of our present teachers are local, and that only ten are from other sections. Too much inbreeding is not good. It arouses our local teachers to have to work side by side with those from other sections of the country. And then, too, it has seemed good to have teachers from the different Normal Schools. With this in mind, two teachers were secured from the Bridgewater Normal School and two from the Oswego Normal School.

At present we have among our teachers, eleven from the Salem Normal School, two from the Bridgewater Normal School, one from the Oswego Normal School, one from the Lawrence Training School, one from the Framingham Normal School, and eighteen without professional training.

It is obvious that such a policy as has been indicated, is bound to strengthen the teaching force by broadening the work, and by ensuring a healthful spirit of emulation between the representatives of the various schools. This plan should certainly commend itself to tax payers, for it aims to procure the best teaching for the money expended. It encourages

the development of home talent, but without the risk of lowering the standard of our schools.

## COUNTRY SCHOOLS.

Country schools suffer too often because of the frequent changes in teachers. A young lady who has spent time and money in preparing herself for the work and is ambitious, will not stay long in such a school. With few pupils and many classes, she feels that she cannot awaken much interest nor do much satisfactory work. She is not able to attend the weekly teachers' meetings regularly, and is shut off from many other means of development. It is to be hoped that the time will soon come when the children and teachers of our country schools will have equal advantages with those in the villages.

A step in this direction will have been accomplished, if, in accordance with the recent vote of the School Committee the children of the Holt School are brought into the village schools. The experiment will be watched with interest, and, judging from the experience of other towns where the matter is no longer an experiment, there is little doubt of the success of the plan. In this connection, your attention is called to the condition of things at the North School. Patrons of that school complain, and with reason, of the condition of the schoolhouse. It is more like a large dry goods box, painted white, than like an Andover schoolhouse. The foundation wall is loose and full of holes, so that it has been necessary to bank it with earth for this winter. The shed which is attached to the side of the schoolhouse is only partly covered with shingles, and these are so decayed as to be easily removed with the fingers. It is certainly due the children and the tax payers of that part of the town that something be done. Either a new schoolhouse should be erected, or the school should be consolidated with, and the children transported to another country school.

## APPROPRIATIONS.

Last year the town was asked to increase its appropriations for schools. When it was fully established that the money asked for would be needed, the full amount was voted. The liberality of the town was, I am sure, fully appreciated by the School Committee, and the appreciation of the trust imposed has been shown in the careful administration of the funds committed to your care.

In such an era of hard times it is a pleasure to state that our appropriation for the coming year may be somewhat less than last year. The same regular expenses for salaries, fuel, supplies and repairs will, of course, go on, and in a few cases these will be slightly augmented. The new teacher recently appointed in the South Centre School, the small increase in the salary of the janitor at the Abbott Village School, and the need of an increased amount of coal for the Abbott Village School will add to the sum needed under the head of schools.

The old furnaces in the South Centre School are so inefficient, that some of the schools have been closed several times thus far this winter. These old furnaces should be replaced by a boiler of sufficient capacity to heat the building. The expense will probably not be less than twelve hundred dollars ($1200.00).

If the Holt School is to be discontinued the town should be asked to appropriate a sum for the transportation of the children to the Center Schools. This sum ought not to exceed three hundred and fifty dollars ($350.00) and may be considerably less than that sum. It should be understood that if this sum is appropriated, a considerably larger sum can be deducted from the amount asked for under the head of Schools. It is probable that we shall save nearly two hundred dollars by transporting these children to the Center Schools.

Notwithstanding the fact that the old furniture was utilized as far as possible in the new Abbott Village schoolhouse,

still the cost of furnishing has been considerable. New pupils' and teachers' desks were purchased for two rooms, and new shades for the whole building. These, with the cost of taking up and putting down desks and chairs, both old and new, have necessitated the expenditure of about five hundred dollars.

## GENERAL STATEMENT OF MONEY NEEDED FOR 1894.

### SCHOOLS.

| | | |
|---|---|---|
| Appropriated in 1893, | $18,400 00 | |
| New teacher, | 400 00 | |
| Increased expenditure at Abbott Village, | 200 00 | |
| | | $19,000 00 |

### SCHOOL-HOUSES.

| | | |
|---|---|---|
| Regular Appropriation, | $1,300 00 | |
| Boiler for South Center, | 1200 00 | |
| Furniture for Abbott Village, | 500 00 | |
| | | $3,000 00 |

### TEXT-BOOKS AND SUPPLIES.

| | |
|---|---|
| | $1,500 00 |
| Total, | $23,500 00 |

## FINANCIAL STATEMENT FOR 1893.

| | | |
|---|---|---|
| Appropriated, March, 1893: | | |
| For schools, | $20,400 00 | |
| For school-houses, | 2,500 00 | |
| For text-books and supplies, | 1,800 00 | |
| | | $24,700 00 |
| Expenditure to Jan. 1, 1894: | | |
| For schools, | $20,279 66 | |
| For school-houses, | 2,499 19 | |
| For text-books and supplies, | 1,799 64 | |
| | | $24,578 49 |
| Balance, | | $121 51 |

Estimates for 1894:

| | | |
|---|---|---|
| For schools, | $19,000 00 | |
| For school-houses, | 3,000 00 | |
| For text-books and supplies, | 1,500 00 | |
| | | $23,500 00 |

## CONCLUSION.

In arranging the work for our schools we have to face the question, "What ought our common schools to do for the average boy?" The average practical working man says, "Make my boy able to read, spell, keep books and do business and I shall be satisfied." The college man says, "You must do more, a machine could do that. That is developing only the mechanical side of the boy. You must open his mind to the beauties of nature and of literature. You must cultivate in him an appreciation for these things which will enrich his whole life. You must put him into touch with the spirit of the best things of the age; equality, personal purity, honesty."

In attempting to satisfy what seems the just requirement of the one, we should not neglect the claims of the other. Properly considered, one is included in the other. In expressing my own ideas on the subject I can not do better than to quote what Prof. Marshall says in his Principles of Economics: "It must be admitted that the chief benefits which the ordinary working man derives from a good education are indirect. It stimulates his mental activity; it fosters in him a habit of wise inquisitiveness; it makes him more intelligent, more ready, more trustworthy in his ordinary work; it raises the tone of his life in working hours and out of working hours. It is thus an important means toward the production of material wealth at the same time that, regarded as an end in itself, it is inferior to none of those which the production of material wealth can be made to subserve."

From this standpoint the education which is best for the future working man is the same education which is best for the future professional man, at least, through the primary

and grammar school grades. This being so, the curriculum should not be narrowed on the one hand to simply prepare boys to cipher, nor on the other hand to prepare boys for the high school and college. It should rather be broadened and enriched in such a way as to make each boy able to reach out and get for himself that which will continue his development. Then, whether his future life be on the farm, in the shop, in the counting room, or in his study, he will look back upon his school days as the ones in which the foundations were laid for all his after life.

Your attention is called to the reports of the special teachers as found in the Appendix, and to the statistics and matters of a similar nature.

In closing this report, I desire to express my sincere thanks to the School Committee for the courtesy, good-will and confidence which have been so uniformly accorded me throughout the year.

Respectfully submitted,

W. A. BALDWIN,

*Superintendent of Public Schools.*

# APPENDIX.

# COURSE OF OBSERVATION LESSONS

IN

# BOTANY.

This Course in Botany involves an examination of about ninety plants of our local flora, leading up, in the ninth grade, to a little work in plant analysis (though this is simply incidental, rather than intrinsically important), and requiring before it is completed the use of a good microscope.

The observation work outlined below is to be supplemented by a reading course, consisting of Seaside and Wayside Series, No. 3, Part 1; Normal Course in Reading, Nos. 3 and 4 (such portions as treat of plant life); Reader in Botany by Miss Newell; and Little Flower People by Miss Hale. Keep a record in each grade of:

1. Month and day on which specimen was brought in.
2. Where found — whether in places wet or dry, high (hillsides) or low, rocky or free from rocks; with evergreen trees or others (deciduous); on land or in water. Exact location determined by name of owner of land, or anything else that will be definite enough.

## FIRST YEAR.

### SPRING TERM.

Crowfoot family:

1. Hepatica, old leaves with flowers, new leaves. Growing specimen in school-room.
2. Anemone (Nemorosa).
3. Buttercup.
4. Marsh Marigold.
5. Wild Columbine.

Have specimens of all these growing in the schoolroom. Before beginning the study of these plants it would be well to show the pupils some typical flower, either wild or cultivated, containing all the parts.

Teach with every specimen in this grade the following parts of the plant, so far as they are found: Root, stem, branch, leaf, flower, sepal, petal, stamen, pistil. Call attention to the color of parts. Count the petals, sepals, etc. Point out family resemblances. The plants for this grade all belong to the same family. It will please the children to know

that plants, as well as people, have families. Press good specimens of each (entire plant), and review occasionally, during the rest of the year, from the pressed specimens. Have the pressed specimens show fruit as well as flower, and let the specimen be large enough to be seen by the entire school at once. If the amount of work assigned for Spring term is not enough, do some of the work on leaves outlined below for Fall Term.

## FIRST YEAR.

### FALL TERM.

- Leaves
  - Parts
    - Blade
    - Petiole
    - Stipule
  - Framework
    - Veinlets
    - Veins
    - Ribs
    - Midrib
  - Parts of Grass-leaf
    - Blade
    - Sheath
    - Ligule
  - Venation
    - Net-veined
    - Parallel-veined
  - Margin
    - Entire
    - Serrate

Press specimens of leaves, and review from pressed specimens during the winter. Use Miss Youman's First Book in Botany. Consult Little Flower People.

## SECOND YEAR.

### SPRING TERM.

Review, from fresh specimens, the entire work of the first year.

1. Meadow Rue.
2. Common Barberry. Have the children notice the irritability of the stamens and sensitiveness of the flower.
3. May Apple.
4. Pond Lily (Nymphaea Odorata).
5. Pitcher Plant.

Anther, stigma, style, ovary, pollen.

The children will undoubtedly bring in specimens not mentioned, and want to know what they are. Tell them, and encourage them in every way whenever they do extra work of their own accord. Teach nothing without the specimen. Omit, rather. Keep up the work through the rest of the year, as in first grade, from pressed specimens.

## SECOND YEAR.

### FALL TERM.

- Leaves
  - Margin
    - Serrate
      - Coarsely serrate
      - Finely serrate
    - Lobed
    - Entire
  - Base
    - Heart-shaped
    - Kidney-shaped
    - Clasping
  - Apex
    - Acute
    - Obtuse

Use Miss Youman's First Book.

## THIRD YEAR.

### SPRING TERM.

Review the work of the first two years.

1. Lady's Slipper.
2. Blue-eyed Grass.
3. Blue Flag.
4. Three-leaved Nightshade.
5. Solomon's Seal.

- Exogenous plants
  - Stems (bark, wood, pith).
  - Number of parts of flower (fives or fours).
  - Veining of leaves (netted veined).
- Endogenous plants
  - Stems (no division with bark, wood and pith).
  - Number of parts of flower (usually in threes).
  - Veining of leaves (parallel veined).

Flower; review all terms previously learned, add calyx and corolla.

## THIRD YEAR.

### FALL TERM.

- Leaves
  - Petiole
    - Round
    - Roundish
    - Half-round
    - Long
    - Short
    - Limber
    - Stiff
  - Surface
    - Hairy, glabrous
    - Smooth, rough
    - Shiny, dull
  - Color
    - Light green, dark green
    - Upper surface one color, under another
    - Spotted, striped, brownish, reddish
  - Leaf con.
    - Simple
    - Compound

Miss Youman's First Book, p. 46.

Use only such of these terms as are needed in describing the specimens brought in by the pupils. See the specimen first. Have growing specimens of the new plants indicated for your own grade.

## FOURTH YEAR.

### SPRING TERM.

1. Sweet White Violet.
2. Common Blue Violet.
3. Bird Foot Violet.
4. Yellow Violet.
5. Early Saxifrage.
6. Silvery Cinquefoil.
7. Boxberry (Mitchella repens).
8. Skunk Cabbage.
9. Indian Turnip, some with green spathes and some with variegated.

- Flowers
  - Solitary | Peduncle
    - Terminal
    - Axillary
  - Clustered | Peduncle | Pedicel
    - Terminal
    - Axillary
  - Attitude
    - Erect
    - Nodding
    - Pendulous

Scape, corm, spadix, spathe.

Miss Youman's First Book, pp. 76–90.

## FOURTH YEAR.

### FALL TERM.

- Compound Leaves
  - Parts
    - Leaflet
    - Rachis
    - Petiolule
    - Petiole
    - Stipule
  - Kinds
    - Pinnate
      - Abruptly
      - Unequally
      - Twice
      - Thrice
    - Digitate
      - Three-fingered
      - Five-fingered
      - Seven-fingered

Miss Youman's First Book, pp. 49–56.

- Shapes of Leaves
  - Broadest in middle
  - Broadest at base
  - Broadest at apex

## FIFTH YEAR.

### SPRING TERM.

1. Bean (Nature Readers No. 3)
2. Yellow Wood Sorrel
3. Cranesbill
4. Comandra
5. Checkerberry
6. Bluets
7. Sheep's Laurel
8. Common Chickweed
9. Dog's-tooth Violet
10. Common Elder

- Varieties of Inflorescence
  - Head
  - Spike
  - Spadix
  - Cyme
  - Raceme
  - Umbel

- Flower
  - Pistil
    - Stigma
    - Style
    - Ovary | Carpel
  - Stamen
    - Anther
    - Filament
    - Pollen
  - Perianth
    - Corolla | Petal
    - Calyx | Sepal
  - Receptacle

Miss Youman's First Book, pp, 90–106.

## FIFTH YEAR.

### FALL TERM.

- Roots
  - Tap Root
    - Conical
    - Spindle-shaped (fusiform)
    - Turnip-shaped (napiform)
  - Fibrous Roots
  - Underground Stems that might be mistaken for roots
    - Tubers
    - Bulbs
    - Corms
    - Rhizoma

Supplementary reading, Seaside and Wayside, No. 3, Part 1.

Begin here to draw representations of the simpler plants, and continue through the course. Use the material for composition work and spelling lessons.

## SIXTH YEAR.

### SPRING TERM.

1. Pea
2. Painted Cup
3. Avens
4. Arethusa
5. Fringed Polygala
6. Mountain Laurel
7. Mayflower (Arbutus)
8. Strawberry (wild)
9. Blackberry { high / low
10. Raspberry { red / black (thimbleberry)
11. Cranberry
12. Blueberry { high / low
13. Whortleberry
14. Bloodroot

The Seed, Miss Youman's First Book, Chap. VI.

## SIXTH YEAR.

### FALL TERM.

Fringed Gentian (Bryant's Poem).

Leaves
- Stem leaves
- Radical leaves
- Arrangement on stem { Alternate / Opposite / Whorled
- Sessile
- Stipulate
- Petiolate
- Ex-stipulate

Stem Shapes
- Rounded
- Compressed
- Half-round
- Fluted
- Acute-angled
- Triangular
- Square
- Five-sided
- Four-angled

## SEVENTH YEAR.

Compositae:

1. Dandelion
2. Daisy
3. Thistle
4. Marigold
5. Aster
6. Burdock
7. Mayweed
8. Bachelor's Button
9. Boneset
10. Golden-rod
11. Everlasting
12. Wormwood
13. Tansy
14. Yarrow
15. Feverfew, etc., in their season
16. Lupine

Begin to require the scientific names of plants in this grade. Miss Youman's Second Book, Chap. VII. Add any new points for which there may be time on any of the parts of the plants not covered by this outline for example, *shapes* of corolla.

Supplementary Reading: Normal Course in Reading; Fourth Reader.

## EIGHTH YEAR.

- Trees
  - Deciduous
    - Elm
    - Maple — soft, hard
    - Ash
    - Linden
    - Hickory — shagbark, pignut
    - Oak, Chestnut, Willow — Flowers imperfect
    - Horse-chestnut
    - Locust
    - Buttonwood, etc., as time permits.
  - Evergreen
    - Pine — hard, soft
    - Spruce
    - (Pine, Spruce — Flowers with open (gymnospermous) pistil)
    - Cedar — white, red
    - Hemlock
    - Larch, etc.

Supplementary Reading: A Reader in Botany, Newell; Little Flower People, Hale, first four chapters.

Teachers in this and preceding grade consult Outlines of Lessons in Botany, Newell — here especially Buds and Branches; Miss Youman's Second Book, Chap. XI.; Gray's Manual.

## NINTH YEAR.

- Ferns
  - Polypodium
  - Aspidium
  - Asplenium
  - Osmunda
  - Adiantum

Club-mosses, horse-tails, mosses, blights, mildews, fungi enough to open up the subject. Geographical distribution of plants. Uses of plants. Relation of plants to animals. Plant analysis. Ten plants. Read in this connection, Goodale's Concerning a few Common Plants.

Supplementary reading: Little Flower People, Chaps. V. and VI.

Reference books for teachers of this grade: Outlines of Lessons in Botany, Newell; Miss Youman's Second Book; Primer of Botany, Knight; Gray's Manual and other works; Structural and Systematic Botany, Campbell; Guide to the Recognition of Principal Orders of Cryptograms, Sargent.

# REPORT

OF THE

# TEACHER OF DRAWING AND PENMANSHIP.

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*To the Superintendent of Schools, Mr. W. A. Baldwin:*

In compliance with your request, I cheerfully submit the following report:

Your schools being new to me, much of the time, beginning with September, 1893, and the months following, has naturally been consumed in becoming familiar with your school system, and adapting myself to a new field of work; hence, I speak not so much of what has been done, as what we aim to accomplish.

The object of the work in drawing is the specific training of the mental powers through the eye and the hand. To do this the pupils are led to observe the forms of simple models and objects based upon them, and to express by drawing or making what they have observed in the forms and objects studied. Thus, drawing is the language by which the pupil not only expresses but also impresses his thoughts.

In the clay modeling, folding and cutting, the pupils are trained in the ability to use their hands, laying the foundation for manual training.

An interest in the forms about them is encouraged, while the pupils acquire the power of expressing their ideas of such forms by drawing, which may be done in three ways; namely, by representing the facts by working drawings, by making pictures showing their appearance, or by showing their decoration. In this way the pupil learns to appreciate and love the beautiful, as found in nature and as expressed in the hand-work of man.

Outside of the facts embodied in form and color in the study of nature, there is a truth and beauty which can be observed only in relation to the plan, the unity, and harmony that exists throughout nature.

A very important application of drawing is its use as a means of clear expression in geography, history, and other studies; in expressing ideas of harmony and beauty; and as a means of conveying definite ideas in practical, industrial work.

The plan of the work in drawing is based upon the Prang system of drawing and is as follows for the present school year, 1893–94,

# SUGGESTIVE OUTLINES OF THE WORK IN DRAWING.

## GRADE I.

### SEPTEMBER.

Wks.

1. Sphere ; familiar objects, modeling, location. N. W. Sun and sunbeams ; the pleasure they give, the work they do.
2. Cube ; familiar objects, modeling, location. N. W. Plants, fruitage, grapes, apples, pears, lemons.
3. Cylinder ; familiar objects, modeling, location. N. W. An observation lesson on the cat.
4. Review sphere, cube, cylinder, modeling, surface, folding.

### OCTOBER.

Wks.

1. Sphere, cube, cylinder. Faces, modeling, folding. N. W. Plants, trees, autumn foliage.
2. Sphere, cube, cylinder. Shapes of faces, modeling, impressing. N. W. Plants, fruitage, nuts, grains, etc.
3. Sphere, cube, cylinder. Edges, modeling, folding, stick-laying. N. W. Observation lesson on dogs.
4. Cube, cylinder. Position and direction of edges, modeling, folding. N. W. The air, clouds, vapor, rain.

### NOVEMBER.

Wks.

1. Use sphere, cube, cylinder. Corners, outside, inside, face. Model object like a cube. Fold corners, outside, inside. Stick-laying. T. draws on board. P. make with sticks.
2. Building with sphere, cube, cylinder. Model spheres of different sizes. P. fold a screen, dividing into three parts. Stick-laying Terms, small, larger.
3. Building, with solids, tablets, and sticks, bridges and gateways. Model and pierce and string beads for a necklace, or model marbles. Fold a picture-frame. P. make a locomotive.
4. Model nuts, a Pilgrim's hat, or Plymouth Rock. Lay the Mayflower with sticks.

### DECEMBER.

Wks.

1. Sphere, cube, cylinder. Review name, action, surface, faces. Fold a shawl or house-roof. N. W. Plants, trees ; condition in winter.
2. Review faces, edges, covers. Fold a kite or card-case. N. W. Rabbit or squirrel.

3. Review position and direction of edges, back to front, etc. Vertical, horizontal. Develop opposite. Fold a table-cloth or a box. Stick-laying, oblongs in different positions.

JANUARY.

Wks.

1. Encourage free cutting of familiar objects, such as houses, boats, carts, etc., or stick-laying. Teach color, unit, yellow. Let the P. fold a salt-cellar or a wall-pocket. Choose color, and place in a pleasing row.
2. Observe, imagine, cut a satchel. Teach color, unit, orange. P. fold a wind-mill or cut an envelope. P. lay an arrangement around a center, of one color.
3. Review object and nature forms resembling type solids. P. lay an ideal color unit, beginning with red. P. cut an oblong box without a cover. Give the name. Yellow. Lay rows, or make arrangements of this color.
4. Review sphere and cylinder. Develop hemisphere from common objects. Sphere and hemisphere. Observe, compare, surface, faces, edges. Arm movement, round and round. Impress and cut in paper the plane face of a hemisphere. P. find yellow by name; find orange from a sheet of paper. Give name. Orange. Find and make rows or arrangements.

FEBRUARY.

Wks.

1. Review cube. Develop square prism from common objects. Crayon holding. Draw a picture of a sphere or an apple on the board. P. fold around a square prism and crease the long edges. P. find yellow and orange by name, give the name red.
2. Develop right angled triangular prism from common objects. Surface, faces, edges. P. fold, cut and paste a hollow triangular prism. Teach violet. Give name. Make groups of violet tablets.
3. Building. Sphere, cube, cylinder, hemisphere, square prism, right angled triangular prism. Direction, up, down, left, right. Arm movements. Crayon holding. See and draw cube on level of eye and below level of eye. Review violet. Teach blue. Give name. P. make borders or rosettes.
4. Hemisphere, square and triangular prism. Shapes of faces, circle, semi-circle, square and oblong. Arm movement and drawing on board. Crayon holding. Children draw pictures of vertical and horizontal edges. P. draw on paper cylinder as it looks standing below the eye. Review violet and blue. Teach and give name green. Arrangements.

MARCH.

Wks.

1. Square prism and right angled triangular prism. Shapes of faces. square, oblong, and triangle. P. lay them with sticks. Direction, oblique. P. find in edges of solids and around the room. Movements in air. Crayon holding. P. draw pictures of oblique edges on the board. Stick laying.
2. P. draw the sphere on paper as it looks below the eye. P. draw on paper some familiar object like the hemisphere, as it looks below the eye. P. model hemisphere with plane face up, on a square tablet.
3. P. draw on a paper the horizontal square prism as it looks below the eye. P. draw on paper a vertical square prism as it looks below the eye. Model an object like the hemisphere on a tablet.
4. Cylinder, square prism, and right angled triangular prism. P. study opposite faces and edges, to develop parallel. Model an apple on a square tablet. Draw on paper the triangular prism, as it looks below the eye.

APRIL.

Wks.

1. Square corners. Lay and draw in as many positions as possible. Free arm movements, bodies in erect positions. Draw square corners from objects in the room. See relations of colors. Produce ideal color units.
2. Sharp corners. Compare sharp and square. Lay sharp corners with sticks. Draw these in different positions. Fold a corner bracket. Draw on paper a picture of a cube with an edge in front. P. arrange a border, choosing color.
3. Blunt corners. Make by combining solids. Lay with sticks and draw on the board. Fold a boat. P. draw on paper vertical square, or triangular prism, with an edge in front. P. lay an arrangement around a centre.
4. Model an orange or a square tablet. P. draw a picture of a sphere, base-ball. Draw on paper five views of a sphere.

MAY.

Wks.

1. P. model a hemispheric object, as a cube. P. draw on paper pictures of a hemispheric object, as a bowl. P. draw on paper a cylinder, as a toy wash-tub. P. Draw on paper the views of a hemisphere.
2. P. model a turnip or radish on a square tablet. P. draw on paper pictures of a square prism and objects resembling it. P. draw the facts of a cube.
3. P. model a four-pointed star on a four-inch tablet. P. draw on paper

the facts of a cylinder standing. P. fold and cut a four-pointed star.

4. P. model a leaf on a square tablet. P. draw on paper the facts of a vertical square prism. P. draw a four-pointed star.

JUNE.

Wks.

1. P. model a flower. P. draw on paper the picture of a flower. P. lay rosettes of squares or circles and draw two of these arrangements on paper. Lead them to think of the flower they have drawn as they draw the rosette.
2. Optional work and review.
3. Optional work and review.

## GRADE II.

*Nature Work same as for Grade I.*

SEPTEMBER.

Wks.

1. Review sphere, cube, and objects resembling. Observe form. Model. See the form. Draw. Arrangements.
2. Sphere, cube, cylinder, and objects resembling. Observe form. Model. Draw. Arrangements.
3. Drill in terms round like a sphere, round like a circle, square, oblong, kinds of edges. Draw and make arrangements.
4. Sphere and hemisphere and objects. Observe form. Model. See and draw. Arrangements.

OCTOBER.

Wks.

1. Cylinder, square prism and objects. Observe form and model. See and draw four models. Make pleasing arrangements with tablets.
2. Sphere, right angled triangular prism and object. Observe form. Model. See and draw. Arrangements.
3. Ellipsoid and objects. Observe form. Model. Seeing and drawing. Observing.
4. Ovoid, objects. Observe form. Model. See and draw. Color relations.

NOVEMBER.

Wks.

1. Equilateral triangular prism and objects. Observe form. Model. See and draw.
2. Cube and objects. Decorative tablets. Pattern drawing. Cutting and making. Seeing and drawing. Color names.

3. Square prism and objects. Decoration. Drawing pattern of square prism. Cutting and making. Seeing and drawing an object like a sphere. Observing individual colors.
4. Equilateral triangular prism and objects. Drawing a pattern. Cutting and making. Seeing and drawing objects like a sphere, cylinder, and square prism.

DECEMBER.

Wks.

1. Review nine solids. Observing form and color. Seeing and drawing. Observing historic figures. Drill in terms, vertical, horizontal, oblique.
2. Observe form for the relations, parallel to, perpendicular to, oblique to. Seeing and drawing a square prism in a vertical position facing, turned. Historic figure, Greek cross.

JANUARY.

Wks.

1. Teach proportion 1 : 3—2 :3—3 : 4. Make a group of triangular and square prisms. P. draw the group; (1) facing, (2) turned. Study of colors. Rainbow.
2. Review equilateral triangular prism. Drill in pencil holding. Draw from ellipsoids, ovoids; equilateral triangular prism, edge in front face in front.
3. P. make a cube. Arrangements with color tablets. P. make a square prism. Review models for faces and edges.
4. P. make a border (1) red, (2) orange, (3) yellow tablets. Review and make equilateral triangular prism. P. bring objects like a sphere, cylinder, and a square prism. Make a picture, writing the name beneath.

FEBRUARY.

1. Review nine solids for the terms vertical, horizontal, oblique. Make a scale of colored paper. P. make two drawings of cube. Review quatrefoil. P. make quatrefoil from memory. Make a scale of red.
2. Review parallel to, perpendicular to, oblique to. P. make pictures of square prism in two positions. Review bisection. Draw quatrefoil from dictation. Make a scale of orange.
3. Observe sphere, ellipsoid. Drill on shape of outline and proportion. P. bring spheric objects, group, think, tell story, and make picture. Tell the story of George Washington. Fold and make a soldier's cap.
4. Teach trisect. Fold and make a Greek cross from dictation. Make a scale of yellow. Compare outline of sphere, ellipsoid, ovoid. Cut

circles, ellipses, ovals. Teach and drill on the idea of axis of symmetry. P. bring objects like models. Arrange a group to represent a story, and make a pleasing picture

MARCH.

Wks.

1. Show pictures of, and tell the story of the Maltese cross. Observe equilateral triangular prism. Drill on name. Fold and make an equilateral triangular prism. P. bring objects resembling two of solids. T. draws a picture on board. P. tell the story. Write the story.
2. Review diameters. Teach diagonals. P. fold in a square, oblong. P. make a Maltese cross from dictation. P. fold an over seam, a quarter-circle, hemisphere. P. see and draw a picture of a hemisphere. P. see and draw a picture of a hemisphere on a cube. P. compare work with the original.
3. Study Latin cross. Make with tablets. P. bring pictures of Latin cross. Make quarter-inch tucks. P. cut and make a border of four-pointed stars. Place the hemisphere on a cube with an edge towards pupil. Draw.
4. Review proportion 3 : 4. Lay Latin cross with tablets. Teach quadrisect. Draw the Latin cross. Teach and fold bias bands. P. make and paste a border of Greek crosses.

APRIL.

Wks.

1. Outside, inside, and face corners. Square corner, right angle. Make a border. Greek fret. Illustrate a story, think, name. Drill to bisect, to trisect. Correct pencil holding. St. Andrew's cross.
2. Sharp corner, right angled triangle. Cut and paste a border. Historic ornament. Zigzag. Make and draw the picture of a group of fruit. Study the trefoil.
3. Blunt corner. Obtuse angle. P. cut a trefoil from color. Violet. P. draw a group of vegetables on paper. P. draw the trefoil.
4. Cone, isosceles triangle, circle, base, vertex. Model cone and object resembling. Group, cube, cylinder, hemisphere. Draw on paper. Arrange tablets to make a border.

MAY.

Wks.

1. Square pyramid, vertex base. Review hemisphere, square prism, ellipsoid. Model square pyramid. Group hemisphere, square prism, ellipsoid. Draw on paper. Make an arrangement of semicircles, triangles and circle.
2. Vase form. Model a vase form. Group sphere, ovoid, and equilateral triangular prism. Draw on paper. Building, a bridge Draw pictures of building.
3. Drill in holding sphere, cube. Teach and name views. Draw top

and front views of sphere, cube. Model a tablet. Draw cone. P. make arrangements around a center.

4. Review and drill in proportion. P. draw top and front views of square prism. Building on tablet. Draw a square pyramid in two positions. P. make an arrangement from memory.

JUNE.

Wks.

1. P. draw top and front views of a sphere, hemisphere. P. model a leaf on a square tablet. P. draw a picture of a vase. Building.
2. Making the pattern of a cone. With tooth-picks and clay, study, action. Draw pictures of these actions. P. draw the top view of a simple flower.
3. Planning and making a square pyramid. P. make pictures of figures based on ovals. Give simple nature lesson on ferns. P. show by drawing how ends curl.

## GRADE III.

SEPTEMBER.

Wks.

1. Sphere, develop form of model, use of name, part visible, shape of outline, circle, objects like sphere, drawing, quality of line.
2. Cube, develop form of model, use of name, surface, face, shape of faces, pattern of cube, drawing pattern, making a hollow cube.
3. Sphere, cube, circle, square. Review facts. Parts visible, facing, turned, vertical, horizontal. Square objects like cube.
4. Two views of hemisphere ; top view, front view. Use of name. Kind of faces, edge. objects like a hemisphere. Drawing.

OCTOBER.

Wks.

1. Circle. Develop face, edge, top, bottom, left, right views. Draw these views.
2. Sphere on cube. Hemisphere on cube. Develop combination for front view. Draw by parallels or opposites.
3. Sphere on cube. Develop facts and appearance. Notice change in appearance. Teach how to place a drawing. Margin.
4. Apple from an object. Develop proportion, appearance, beautiful thoughts. Blocking in the outline.

NOVEMBER.

Wks.

1. Apple from the object. Develop proportion, curvature, character of outline, varying line, thoughts of beauty. Drawing the outline.
2. Angles, right, acute, obtuse. Develop by observing meeting of edges, by laying sticks. Draw angles.

3. Dictation, folding a square. Diameters. Diagonals. Drill on description. Drawing from dictation.
4. Develop kite-shape. Construction lines. Proportion 2 : 3. Axis of symmetry, trisection. Drawing outline. Making a kite.

DECEMBER.

Wks.

1. Decorative design. Study for borders. Develop borders, repetition in a straight line, repeats, marginal lines. Draw borders.
2. Decorative design. Borders. Use sticks and circles for arrangements. Develop arrangement. repose, unity, variety, use of color. Making and drawing borders.
3. Review and finish all work for the term.

JANUARY.

Wks.

1. Quatrefoil. Make with square and form semi-circles. Lead children to see beauty. Make a collection of quatrefoils. Before drawing, drill in drawing semi-circles.
2. Develop box form. Make a pattern. Study proportion of heights of parts. Make the box. Draw one face.
3. Study the appearance of hemisphere below the eye. Review the appearance of cube below the eye. Study the group. Draw the appearance.
4. Study of leaf. Lead the child to see the form; express by blocking in lines; draw the curves. Speak of margin, base, apex.

FEBRUARY.

Wks.

1. Latin and Greek crosses. General shape. Children make a Greek cross. Draw the outline of cross.
2. Drill exercise in movement. Lines and circles.
3. Drill exercises in drawing circles on their diameters. Board. Paper.
4. Cylinder. P. study form of model. Number and kind of faces. Study and drill in proportion. Study front view. top view. Draw views on board, on paper.

MARCH.

Wks.

1. Study objects like a cylinder. Truths of facts. Truths of appearance. Draw views.
2. Study the form of square prism. Work out the pattern. P. make a hollow square prism.
3. Talk about pattern for a box, having form of square prism. P. make at home of stiff paper. Dictate the making of an envelope.
4. Develop parallel, perpendicular, faces, edges, lines. Find objects like a square prism. See the appearance. Draw two views.

APRIL.

Wks.

1. Work on germination. Make drawings showing the various stages of germination.
2. Study in color. Drill exercise.
3. Study of a simple leaf. Draw. Notice rib, mid-rib, apex, margin. P. draw from memory.

MAY.

Wks.

1. Drill in recognizing and marking lengths with the eye. Review proportion 1 : 2—2 : 3.
2. Make a design in a straight line. Draw the design.
3. Draw top view of a common wild flower.
4. Arrangements of a design on an axis. Draw.

JUNE.

Wks.

1. Draw flower and leaf of Bluet. Mount flower and leaf of bluet.
2. Draw a hemisphere on a square prism in two positions.
3. Optional and review work.

## GRADE IV.

SEPTEMBER.

Wks.

1. Cylinder. Dovelop form of model, use of name, number of faces, kind, proportion. Draw the front and top views.
2. Three views of a horizontal cylinder. Develop the truth of facts, the truth of appearance. Draw two views.
3. Square prism. Work out the pattern. Draw. Make a hollow square prism.
4. Square prism. Two views. Draw. Develop parallel and perpendicular faces, edges, lines.

OCTOBER.

Wks.

1. Use the model made by P. Study the appearance below the eye. Develop. The top of cylinder below the eye appears like an ellipse; the lower edge appears like half an ellipse; the lower edge curves more than the upper edge; tangential union.
2. Appearance of a tumbler. Develop the facts of a circle. Its appearance in different positions.
3. Drawing of fruit from the object. Study characteristic form. Develop pleasing thoughts, blocking in, and varying lines.
4. Develop principles in arranging a group of fruit. Drill in arranging.

NOVEMBER.

Wks.

1. Study of an ornament. Rosette. Study laws of growth from nature.
2. Unit of design. Study modification of units as to outline. Develop decorative design. Elementary principles of design.
3. Study of modification of units as to proportion and outline.
4. Develop arrangements about a center. P. make arrangements with modified units.

DECEMBER.

Wks.

1. Study historical ornament from a copy. Draw.
2. Review construction, representation, decoration, for clear ideas.
3. Finish all the work for the term, and make into books.

JANUARY.

Wks.

1. Review steps in drawing fruit. Choose and draw fruit. Review front and top views of vertical cylinder. Draw.
2. Review pattern and make a hollow cylinder. P. make an envelope from dictation.
3. Develop parallel and perpendicular faces, edges, lines. Lead P. to see the facts concerning a square prism. Find objects like a square prism, and draw three views of a horizontal square prism.
4. Observation lesson on the apple. P. make sketches of transverse and vertical sections of apples. Write descriptions from questions on the board. Drawings two inches in diameter.

FEBRUARY.

Wks.

1. Teach and practice finding proportion. Give a drill in drawing straight lines.
2. Review the views of a circle in different positions. Draw these views.
3. Draw two views of envelopes made by P.
4. P. study a mineral. In making sketches P. observe irregularities, and represent in order to have a true picture.

MARCH.

Wks.

1. Name and drill in terms, bisect, trisect, quadrisect. Practice in movement for drawing vertical and curved lines. Develop shape of palm-leaf fan; axis.
2. Draw, aiming for expression of the appearance, not detail.
3. Observe twigs. P. make a careful sketch of a twig, naming parts, terminal, auxiliary buds. Write description as language work.
4. Finish the work for the term and review.

APRIL.

Wks.

1. Review sphere, cube, cylinder, hemisphere, square prism in different positions, for facts. Draw.
2. Study appearance of plants in window garden. Sketch the appearance, with descriptive words accompanying. Note changes during the term.
3. Review the models of first week for appearance. Draw.
4. Draw top and front views of objects made by pupils.

MAY.

Wks.

1. Watch the opening flower; buds on the different trees. Note time of appearance and chief characteristics. Sketch.
2. Study of reversed curves in vase form. Draw.
3. Study of a bowl. Draw the facts.
4. Study why the appearance of objects differs from facts.

JUNE.

Wks.

1. Teach carefully the parts of some quite regular, complete flower. Sketch the parts of a flower arranged in circles with name attached. Continue comparative work through the month.
2. Study the plan and make a hollow cylinder.
3. Study the appearance of circles below the eye when in vertical and horizontal positions.

## GRADE V.

SEPTEMBER.

Wks.

1. Cone, pattern. Develop form of model, shape of pattern, top and front views. Draw two views.
2. Review cube, cylinder, and cone. Study facts and appearance. Draw.
3. Vase form. Study form of model; the curves; drill in freedom of movement.
4. Develop three views of a book. Draw. Study the appearance of a book. Draw. Aim for free expression of thoughts.

OCTOBER.

Wks.

1. Develop pattern of a drinking cup. Develop skill in making, freedom in drawing.
2. Represent a cone, a cup below the eye; the appearance of a frustum of a cone.
3. Develop the facts and appearance of an object based on a cone.

4. Draw a tumbler and flower-pot below the eye. Study artistic rendering.

NOVEMBER.

Wks.

1. Study the facts and appearance of a sphere or a square prism. Draw.
2. Study and draw the appearance of a vertical and a horizontal square prism.
3. Decoration. Fleur-de-lis. Develop an appreciation of the spiral: sense of proportion and beauty; free movement.
4. Unit of design. Modification of units. Develop principles according to outline. Making a design with modified unit. Decoration. Rosette. Develop the top view of a flower. Draw.

JANUARY.

Wks.

1. Review the appearance of a circle in different positions. Draw the appearances.
2. Review blocking-in lines, use, how drawn; varying lines. Each pupil has fruit on desk. Study characteristic form. Each pupil works individually.
3. Review unit of design. Teach repetition on axis, in a straight line, around a center, to cover a surface. P. draw a design to cover a surface, from dictation. The unit is the quatrefoil.
4. Study of fruits. P. name and sketch transverse and vertical sections.

FEBRUARY.

Wks.

1. Study of Moorish ornament from copy. Draw from memory.
2. Review vase forms. Draw one from dictation; one without.
3. P. study pattern for a cylinder box, with cover. Make the box.
4. Study twigs. Make large sketches.

MARCH.

Wks.

1. Develop elementary principles in grouping. Draw. P. compare their work with the original.
2. Study appearance of a covered cylindrical box below the eye. Position and practice by P. in holding the pencil for measuring horizontally, vertically; comparing. Drawing the appearance of a cylindric box.
3. Study an ornament derived from a natural form. Give a preliminary exercise on study of simple leaves. Draw.
4. Preliminary lessons on germination. P. make a sketch of a dry bean. Finish all work for the term.

APRIL.

Wks.

1. Observe growth, in the school room, of seeds in water and in window gardens. Note changes in individual plants during the spring. Write comparative descriptions and sketch freely.
2. Review of models previously studied.
3. Review facts of horizontal and vertical circles. Draw. Review appearance of vertical and horizontal circles. Draw.
4. Review steps in drawing from natural objects. Draw.

MAY.

Wks.

1. Study of leaves, for position on stem. Sketch single leaves and groups of leaves, with descriptions. Mount and sketch sets of leaves showing gradations from simplest to compound.
2. Study proportion and outline of a simple leaf. Lead P. to modify leaf, keeping characteristics. Draw the modifications.
3. Use modified leaf of previous lesson as a unit of design. P. plan an arrangement. Cut and make from colored paper.
4. P. draw the arrangement made in previous lesson.

JUNE.

Wks.

1. Study flower for parts. Teach *ideas* of symmetry, regularity, completeness, perfectness of 3-4-5- parted flowers. Watch changes into seed. Sketch parts of a flower.
2. A study of historic movement from copy. Drawing from memory.
3. Optional work and review.

## GRADE VI.

SEPTEMBER.

Wks.

1. Review facts of models previously studied. Drill in use of compasses and rule.
2. Develop and draw the pattern of a basin. Use compasses and rule.
3. Develop facts of an object based upon a truncated cone. Draw two views, giving a drill in instrumental drawing.
4. Dictation and Problem I. Lead P. to think out and draw these problems, using the compasses and rule. Problem II.

OCTOBER.

Wks.

1. Dictate, after developing Problems III., IV., V.
2. Study the form of a hexagonal prism.
3. Develop and draw the pattern of hexagonal prism.
4. Develop the facts of and make working drawings of a hollow cylinder. Make, 1, a free-hand sketch; 2, an instrumental drawing.

NOVEMBER.

Wks.

1. Constructive design. Vase form. Develop principles in designing vase forms.
2. Develop the appearance of a cylindric object below the eye. Draw.
3. Develop the appearance of a cubical object turned at an angle of 45 degrees, and below the eye. Drill in principles according to outline.
4. Draw the appearance of the cube in the preceding lesson.

DECEMBER.

Wks.

1. Study and draw the appearance of a cubical object turned at an angle.
2. Study and develop the appearance of a rectangular object below the eye. Work out carefully all the principles according to outline.
3. Finish the work for the term, and make into books.

JANUARY.

Wks.

1. Review the appearance of a cubical object. Draw. Aim for expression.
2. Study the appearance of a cylindric box having a handle. Review principles. Draw.
3. Arrange a group of cylindric object and fruit, and show the mass by blocking in. Develop principles according to outline.
4. Fruit. Sketch transverse and vertical sections. Describe.

FEBRUARY.

Wks.

1. Pupil arrange a group. Give drill, reviewing principles. Think, sketch.
2. Review the appearance of cubical object turned. Draw a diagram showing the vanishing points. Draw the appearance of a square plinth, turned.
3. Draw a border from a copy. Lead pupil to criticize units of design. Name points of a good design.
4. Study twigs. Sketch before putting into water, and when it has been in water.

MARCH.

Wks.

1. Make a figured drawing of an oblong block, showing three views.
2. Square vertical prism turned at an angle of 45 degrees. Review points previously studied. Draw.

3. Historic ornaments. Gothic leaf from copy. Study conventionalization.
4. Review basin, drawing and making the pattern. Draw two views Finish the work of the term.

APRIL.

Wks.

1. Study structure of stems of different trees, cut crosswise and lengthwise, young trees, older wood, and still older wood; distinguish and name. Observe parts. Sketch a section with names of parts attached.
2. Study the appearance of a group of ellipsoid or ovoid on a horizontal square prism.
3. Study foreshortening, convergence. Draw. Draw a group resembling a sphere on a square prism, as a gate post.
4. Draw a square prism in several positions.

MAY.

Wks.

1. Mount a leaf, make a careful drawing, write a written description.
2. Study of a leaf as a motive for design. Pupil learn to know the parts of a design and qualities necessary to a good design. Study nature for order, symmetry, and proportion.
3. Use the modification of leaf of the previous lesson. Pupil make an original design in a border. Draw.
4. Study historic ornaments from a copy. Pupil draw from memory.

JUNE.

Wks.

1. Teach to describe a flower according to a plan, with sketches of parts interspersed, and final sketch of the flower as a whole.
2. Lessons on color. Applied in design.
3. Review in terms of construction and representation.

## GRADE VII.

SEPTEMBER.

Wks.

1. Develop top and side views of a frame. Make a freehand drawing of the same.
2. Develop and draw Problems I. to VI.
3. Develop and dictate Problems VII., VIII., IX.
4. Develop facts and drill in principles of the appearance of a cubic object turned at an angle of 45 degrees.

OCTOBER.

Wks.

1. Draw the facts and appearance of a cubic object turned at an angle of 45 degrees.
2. Develop the appearance of a rectangular object turned. Draw.
3. Develop the facts of a hollow cylinder. Draw three views of a hollow cylinder.
4. Drill in making an application of the problems studied.

NOVEMBER.

Wks.

1. Drill in drawing for the quality of line.
2. Study steps turned at an angle of 45 degrees. Review statements previously made. Draw.
3. Finish the work of the previous week. Begin work on basket with handles.
4. Finish the work of previous week.

DECEMBER.

Wks.

1. Study a book turned at an angle of 45 degrees. Draw the appearance.
2. Optional.
3. Optional.

JANUARY.

Wks.

1. Review the appearance of objects turned at an angle of 45 degrees. Draw a diagram showing these truths.
2. Review the appearance of cylindric and conical objects below the eye. Make sketches showing these truths.
3. Pupil think out and draw two views of a lamp shade. Show pupil how to draw the pattern of a lamp shade with instruments. Making.
4. Study of a mineral. Make a large sketch showing peculiarities. Write a description according to headings on the board.

FEBRUARY.

Wks.

1. Draw the front view and the appearance of a rose jar.
2. Drill in problems.
3. Drawing borders of conventionalized lotus flower and bud, from a copy. Egyptian ornament.
4. Study and sketch twigs of several trees.

MARCH.

Wks.

1. Study of a tree according to plan given. Make a sketch showing the surface of the bark. Sketch a section showing the rings of growth.

2. Draw a Greek vase. Careful study of proportion and curvature.
3. Study a group of books. Review and drill in appearance. Draw light lines. No erasing. Finish in gray lines.
4. Study of Moorish ornaments. Drawing from a copy.

APRIL.

Wks.

1. Same as in Grade VI. Distinguish herb, shrub, tree. Compare these stems with stems of banana. Sketch a section as in Grade VI. Sketch a section of banana stem, with names attached to show comparison.
2. Color study. Principles, uses. Color drill.
3. Drawing three views of a mallet.
4. Drawing a branch of simple leaves from nature.

MAY

Wks.

1. Study parts of plants. Sketch a plant with names of parts attached.
2. Study historic ornament. Draw from memory.
3. Study of a square pyramid for facts. Draw the appearance in two positions.
4. Study a spray. Notice the general character of parts. Sketch.

JUNE.

Wks.

1. Conventionalized flower and leaf, to be used as motives for design. Review principles of design.
2. Pupils draw an original design to cover a surface. Apply color.
3. Optional and review.

## GRADE VIII.

SEPTEMBER.

Wks.

1. Review work in construction and representation.
2. Drill in problems I. to VI. Exercises in reversed curves and ellipses.
3. Sketching a simple object.
4. Review cube and sphere for facts and appearances. Draw.

OCTOBER.

Wks.

1. Drill in work in construction. Develop and draw two views of a bracket.
2. Develop and dictate problems VII., VIII., IX.
3. Develop sectional views. Teach terms used in working drawings. Study views of a hollow cylinder. Draw three views.
4. Finish work of previous week.

NOVEMBER.

Wks.

1. Develop the form and construction of common objects. Develop steps in designing a pocket book.
2. Lead pupils to think out the pattern of a wedge. Draw the pattern to a scale.
3. Develop and dictate problems XII., XIII., XIV., XV.
4. Develop views of a cube turned at an angle of 30 degrees and 60 degrees. Apply problems previously studied in drawing these views.

DECEMBER.

Wks.

1. Develop the drawing of sectional views of cube of previous lesson. Draw.
2. Work similar to the work with cube, in studying cubical steps turned at the same angle.
3. Finish the work of the term. Review in difficult points of the term.

JANUARY.

Wks.

1. Study conventionalization of a simple leaf. Each pupil sketch from natural leaf. Sketch a conventionalized form of the leaf.
2. Use the conventionalized form of previous lesson as a motive for a design.
3. Pupils make a working drawing of simple objects in the school-room. Apply principles and problems previously studied.
4. Study a tree according to outline. Sketch the bark, showing peculiarities. Make vertical and cross sections and sketch.

FEBRUARY.

Wks.

1. Lead pupils to imagine the form of a cup, thinking of the material suitable to its use. Draw the front view of such a cup.
2. Review the appearance of objects circular in section. Recall mental image of the cup of previous lesson, and draw its appearance.
3. Review the appearance of rectangular objects below the eye. Illustrate. Study the appearance of rectangular objects above the eye. Illustrate.
4. Sketch the bark of several common trees, showing chief characteristics.

MARCH.

Wks.

1. Sketch a rectangular object below and above the eye. Review facts.
2. Lead pupils to study elementary principles in arranging a group of objects. Study and draw a group.

3. Study a vase for its proportion, curvature, and disposition of parts. Draw its appearance.
4. Optional.

APRIL.

Wks.

1. Study parts of a plant, wild or cultivated. Write a description, sketch a plant, with the name attached.
2. Study a few leading examples of Roman historic ornament.
3. Draw examples of Roman ornament
4. Principles of color. Color applied in design.

MAY.

Wks.

1. Drawing compound leaves and flowers.
2. Pulley. Instrumental drawing. Front, side, and sectional views.
3. Study of scroll. Its development and beauty. Draw.
4. Study of Byzantine ornaments, to appreciate some characteristics and beauty. Draw an example.

JUNE.

Wks.

1. Write a description of a common flower, according to outline. Sketch the parts as described.
2. Study appearance of an equilateral triangular prism below the eye and turned. Draw.
3. Optional work.

## GRADE IX.

SEPTEMBER.

Wks.

1. Review all models studied.
2. Sketch the models studied.
3. Drill in sighting and proportion.
4. Review problems I. to VI.

OCTOBER.

Wks.

1. State terms and drill in their use in working drawing. Drawing two views of a frame, having a mortise and tenon joint.
2. Making the working drawings of a corner bracket according to a scale.
3. Sketch the appearance of a simple group.
4. A study of fruit, as a nut. Make drawings of appearance and sections.

NOVEMBER..

Wks,

1. Hexagonal prism. Development of the frustum. Draw front and bottom view of a vertical hexagonal prism. Develop the pattern of the frustum of a hexagonal prism and draw.
2. Draw five views of a supposed frustum of a hexagonal prism.
3. Finish the drawings. Review the principles for the work of the term.
4. Working drawings of a familiar object.

DECEMBER.

Wks.

1. Study the planes of light and shade. Practice in methods of shading on plane surfaces.
2. Study appearance of objects having plane surfaces, and express in light and shade.
3. Drill in expressing light and shade on curved surfaces.

JANUARY.

Wks.

1. Drill and review in construction and representation.
2. A study in grouping objects. Sketch from a group. Shade.
3. A study in grouping fruit. Have several groups. Shade.
4. Study a tree as a whole. Make a collection of barks and sections of wood. Draw.

FEBRUARY.

Wks.

1. Sketch a tree as it appears in winter. Shading.
2. A study of out-door scenes as to general grouping of objects: contrast of light and shade; effects of nearness and distance. Select a scene and sketch.
3. Finish the sketch begun. Shade. Sketch a group for home work, or a natural object. Shade.
4. Teach to know and recognize several common trees. Make sketches of these common trees.

MARCH.

Wks.

1. Historic ornament. Teach to know something of Saracenic style of ornament. Draw an ornament from copy.
2. Elementary principles of color. Design in Saracenic style.
3. A study on towers. Sketch.
4. Finish the sketch of tower. Shade.

APRIL.

Wks.

1. Study the various modifications of an arch. Draw an arch from copy. Shade.

2. Drawing from an arch in the town. Shading. Direction of light out-doors; in-doors.
3. Study of the shading of a branch from copy.
4. Study of plant form from nature. Write a description of arrangement and position of parts. Sketch the parts as described. Sketch a spray. Shade.

MAY.

Wks.

1. Conventionalize a leaf and flower of the previous lesson. Pupils make an original surface design.
2. Color the design of previous week.
3. Systematic comparison of maple and elm. Sketch a spray of each.
4. Constructive design. Vase form.

JUNE.

Wks.

1. Imagine the appearance of vase form designed in previous week, and draw the appearance.
2. Sketch all that can be sketched in connection with the description of the comparison of flowers and trees of the same family. Color if desired.
3. Optional work. Review.

## PENMANSHIP.

The practical value of good writing is obvious, and its acquisition is of the greatest importance to everyone, no matter in what condition of life. Writing gives us the history of the past. "It is the regulator of the future, the soul of commerce, and the messenger of art." No young man can consider his education complete, nor himself fully equipped for business, unless he can write an easy, rapid, and legible hand. The question is, how can a young man acquire a good hand writing.

The student must practice patiently, persistently, and perseveringly. He must be guided to practice intelligently, and criticize his work frequently, comparing always with a good example. The great difficulty to overcome in acquiring a good hand writing is the position of body and hands and poor pen-holding, for learning to draw beautiful forms, as well as correct ones, is of comparatively no value, and even worse than that, when bad habits of pen-holding are indulged.

"True ease in writing comes from act, not chance,
As those move easiest who have learned to dance."

By studying the nature of movements commonly used by those who write much, controlling ones have been selected, from which drills were made for developing and strengthening the whole arm, as a means for obtaining forceful as well as graceful penmanship. To gain this muscular and arm movement, much time has been given to the practice of movement,

to which is added a careful formation of letters. This was done, feeling that the foundation, free movement in writing, must be laid first. It has also been emphasized that the true value of the pupil's penmanship is indicated by the pupil's written exercises in his several studies.

## METHOD OF THE WORK.

### LOWER GRADES.

Blackboard work.—Distinguishing, naming, tracing, tracing and describing, copying, reproducing.

Paper work.—With pencils, pens, position and movement exercises, tracing, copying reproducing single letters, connected letters.

### HIGHER GRADE.

Copy.—Analysis and comparison of letters.

Blackboard work.—Tracing and describing, copying, reproducing.

Paper work with pens.—Position and movement exercises, reproducing single letters, words, sentences. Record the progress. Pupils sign their names in but one way.

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I would invite the parents and friends of education to visit the schools, that they may see for themselves just how we are working, and the results obtained, and that a deeper interest both in drawing and penmanship may be aroused as the field seems a promising one.

In conclusion allow me to thank you for your kind support and valuable suggestions, and extend my grateful acknowledgment to your corps of teachers for my cordial reception and their hearty co-operation.

Respectfully,

EMELIE B. STEFAN.

# REPORT ON MUSIC.

*W. A. Baldwin, Superintendent of Schools:* Dear Sir:

In giving my report of the results attained in Music in the public schools for the past year, I will briefly touch upon some of the more important points in this branch of study. It has been my chief aim to awaken in the minds of the little ones the love of song, to stimulate their "music sense," and to encourage them in the singing of simple airs suited to their range of interest. It is quite essential that the regular teachers of the primary grades should be capable of singing children's songs. Nearly, if not all of the teachers can do this acceptably.

We have for some time felt the need of a different book for the intermediate grades, one having more exercises for practice in time and notation. This we have found in the Public School Music Course, (Whiting's). Book 1 is designed for the third school year. It contains easy exercises and pleasing songs. Book 2 is designed for fourth year work, or for pupils from eight to ten years of age. Book 3 is used in the fifth grade, or with pupils from nine to eleven years of age. These books and charts, of the same Music Course, cover the same ground that the Second Music Readers of the National Course, previously used, did. The same methods of teaching are followed in the new books as in the old. The new charts are used in the first and second years' work. These and the new books are now in use in the South Centre, Ballard Vale, Abbott Village, and Frye Village schools respectively. The sixth book, for upper grammar grades, has also been introduced into the Frye Village School. We expect much better results from these books and charts.

The work in nearly all of the grammar grades the past year has been very gratifying, and better results have been reached than during any year heretofore. I have been especially pleased with the interest manifested by the pupils of the upper grammar grades. In the ungraded schools we think the work is as satisfactory as can be expected.

In three of the above-named schools we have used for the past year or two Tilden's "Common School Song Reader," a book well adapted to ungraded schools. If this music reader could be put into all of the outlying districts, the results in music in these schools we think would be still more satisfactory.

I wish to express my thanks to the teachers for their kindly co-operation with me in this most delightful study.

Respectfully submitted,

EDWARD BUTTERWORTH,

*Supervisor of Music.*

# SUGGESTIVE OUTLINES

ON SUBJECTS

# WHICH ARE UNDERGOING MODIFICATION.

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## Suggestive Outline in Language.

Oral and written language work should be cultivated from the first to the last day of school life. Nature studies and geography should furnish splendid opportunities for language work.

Strive to dovetail one kind of work into the other, and often have all the work of the day along the same line. A lesson on geography may furnish material for language, number, drawing, reading, spelling, and history.

### FIRST YEAR'S WORK IN LANGUAGE.

I. Language in connection with :

1. Reading, oral expression, and copying sentences from board or book. Examples, I see the cat. Do you see the cat?

1. Object Lesson. Example, The ball is round.

3. Action Lesson. Example, 1st Pupil rings the bell, 2d Pupil, say "John rang the bell:"

4. Picture Lessons. Ex. I see two boys driving some cows.

5. Elliptical sentences filled in. Ex. John has a ———

### SECOND YEAR.

I. Similar to first year, but more complex.

II. Also short oral and written stories in connection with reading, observation, and picture lessons.

III. Special drills on punctuation and capital letters.

THIRD YEAR.

I. Similar to second year.

II. Simple letters copied.

III. Copying maxims, proverbs, stanzas of poetry, written neatly on the board by the teacher.

IV. Frequent dictations as tests of pupil's ability to use punctuations and capital letters. Ex. "We have met the enemy," wrote Perry to Harrison, "and they are ours."

V. Simple letters written, outline and suggestions being furnished by the teacher.

VI. Simple quotations memorized by the pupils, and written on slate or paper. Ex. "Habit is a cable; we weave a thread of it every day, and at last we cannot break it."

VII. Original sentences written, containing the new words of the reading lesson. Ex. He waved the flag triumphantly.

VIII. Stories told or read by the teacher, then told many times by the pupils; then reproduced on slate or paper. Teacher use Hyde's First Book in English.

FOURTH YEAR.

I. Most of the third year's work continued.

II. Story or description written by pupil by answering questions arranged by the teacher. Ex. What was this boy called? Why? What did he do? When? Where? Why? What was the result?

III. A part or whole of reading lesson reproduced by the pupil.

IV. Poetry changed to prose.

V. Pupils prepare original questions, the answers to which may be found in the lessons for the day (geography, arithmetic, physiology). Ex. Why is the western coast of the United States warmer than the eastern coast? Of what is bone composed?

VI. Pupils should be drilled over and over on correct forms of words and expressions commonly misused. Ex. He did the work (not done). He has his lesson (not has got).

VII. Drill on special meaning of words. Work with synonyms and word analysis. Teacher use Hyde's First Book.

FIFTH YEAR.

I. Most of fourth year's work continued.

II. Original letters written.

III. Description of known objects (oral and written).

IV. Narratives of personal experience

V. Descriptions of journeys, real or imaginary, taken from personal experience, reading, history, or geography.

VI. Biographical sketches.

VII. Description of current events, as floods, storms, inventions, and the like. Teacher use Hyde's First Book.

SIXTH YEAR.

I. Work similar to fifth year's work continued.

II. Have much practical work, like writing advertisements, bills of goods, and notices.

III. Word analysis, use of words in sentences. Teacher use Hyde's Second Book, Metcalf's Language Exercises, and How to Speak and Write.

SEVENTH YEAR.

I. Work of fifth and sixth years continued.

II. Special drills to correct poor expressions of pupils.

III. Practice on correct forms of verbs which are often used incorrectly, as sit, set, sat, lie.

IV. Formal invitations and answers.

V. Work with the sentence: simple definition, kinds, and many examples.

VI. Simple work with a subject and predicate. Teacher use Metcalf, Hyde, and Knox.

EIGHTH YEAR.

I. Work of the previous year continued.

II. Very simple work with parts of speech. Have pupils name and classify parts of speech in their reading lesson.

III. Study of language and technical grammar, as indicated in Southworth and Goddard's Grammar, pages 1 to 125.

IV. Discussion of themes, with work on essay proper; simplicity of style cultivated by reading Addison, Irving, etc.

NINTH YEAR.

I. Give such language work as is necessary in connection with other work and to strengthen weak points.

II. Review the technical grammar given in previous years.

III. Teach the distinction of simple, compound, and complex sentences.

IV. Teach thoroughly the distinction of adjective and adverbial modifiers.

V. Teach properties of the parts of speech.

1. Nouns.—(a) The distinction of common and proper, collective, abstract, and verbal; (b) the gender forms; (c) the number forms; (d) the case form (only the possive.).

2. Pronouns.—(a) Personal, relative, interrogative, and adjective; (b) the person form, the three case forms (nominative, possessive, and objective), the gender form and the number form of the personal pronouns; (c) the possessive and objective case forms of the relative and interrogative pronouns.

3. Adjectives.—(a) Distinction of descriptive and limiting adjectives; (aa) limiting adjectives; the two articles; numeral adjectives; work of comparison.

4. Verbs.—(a) Distinction of transitive and intransitive; (b) the tense form for the present past, and future tenses; (c) the distinction of mode, indicative, subjunctive, potential, and subjunctive (a clear understanding of the meaning of these and of the chief uses of modes should be aimed at; special difficulties should be avoided, and not a great deal of time should be devoted to the topic); (d) the distinction of infinitives and participles; (e) the

distinction of regular and irregular, and the formation of the principal parts; (f) the meaning of the present perfect, past perfect, and future perfect tenses (if the primary tenses have been thoroughly taught, comparatively little time need be spent upon the secondary tenses); conjugation,—have pupils construct from their knowledge of practical usage the conjugation of the verb to be, and of some regular and irregular verbs in the common form; (aa) omit entirely the conjugation of verbs in what are known as the "emphatic," the "negative," and the "progressive," forms (the mode in which these forms are constructed should be incidentally explained to the pupils); (ab) train pupils to give readily the principal parts of verbs, and lead them to understand clearly how the conjugation is formed from these parts. But little time should be spent in the formal memorizing of conjugations. (ac) In having the pupils construct conjugations from his own knowledge of the usage of the language, preference should be given to such verbs as contain forms often used incorrectly, as see, do; lie, lay, fly, flee, flow, drawn, attack, etc; (ad) the pupil should be made very familiar with what are commonly called "auxiliary verbs." Very thorough drill should be given in the proper use of *shall*, *will*, *should*, and *would*.

5. Adverbs.—(a) Adverbs of time, of place, of manner, and of degree; (b) the mode of comparison; (c) adverbial phrase.

6. Prepositions.—Prepositional phrases.

7. Conjunctions.—(a) Cor-ordinating conjunctions; (b) subordinating conjunctions.

8. Interjections.—No distinction of classes need be taught.

9. Syntax.—Apply the principles and rules of syntax as outlined in the text-book.

## SUGGESTIVE OUTLINE IN READING AND SPELLING.

### FIRST YEAR—FIRST HALF.

Conversational lessons about familiar subjects, to gain the confidence of the children, and to cultivate language.

Black-board Work,—teacher writing statements made by children on the board, and children reading and copying the same on their slates.

Script Primer used to supplement the black-board work.

### FIRST YEAR—SECOND HALF.

First half of from five to ten, first readers.

In first year work follow the suggestions found in the teachers' edition of The Beginner's Reading Book.

### SECOND YEAR.

First readers completed, and several easy second readers taken.

Words used in original sentences.

Sentences copied from the board and from slips.

Dictations of well-known words.

### THIRD YEAR.

Second reader completed, and easy third reader begun as soon as words enough are mastered.

For suggestions as to the preparation of lessons at this stage, teachers are referred to "Suggestions to Teachers" in the Third Reader in Powell's Normal Course in Reading.

Spelling as in second year.

### FOURTH YEAR.

Third Reader completed.

Sight reading from geographical and other supplementary readers.

Use of dictionary commenced.

Common diacrital marks taught for the dictionary work.

Still keep a list of mispronounced and difficult words, having them often used in sentences.

FIFTH YEAR.

Fourth readers for regular work, with easier books for supplementary reading.

Work similar to that of fourth year.

Have more geographical, historical, biographical, and natural history reading.

Lead the children to use the libraries at school, at home, and the public library.

Place on the board name, number, and author of books which are along the line of discussion, and encourage them to tell what they read.

Spell words from all subjects.

SIXTH YEAR.

Fourth and fifth readers.

Work similar to fourth and fifth year work.

Do careful preparatory work for all reading. Have much sight reading.

Work very thoroughly on two or three selections each term, spending several days with the class upon the preparation of each selection.

Notice simple figures of speech.

Spelling as before, supplemented by a good spelling-book.

SEVENTH YEAR.

Fifth reader, or a carefully selected classic of English literature, as "Hiawatha."

Work similar to previous years, but increasing in literary flavor.

EIGHTH YEAR.

Some good fifth reader, with the "Alhambra" and "Snow Bound," or some similar works.

Increased study of authors and their books. (See eighth year Language work.)

Continue the supplementary reading in connection with other subjects.

Continue work with lists of misspelled words and the use of the spelling-book.

### NINTH YEAR.

Continue the work along the same lines as in previous years.

Take complete narratives, poems, and biographies. Do not confine the work to one line too much. Have variety. Try to give the pupils tastes of some of the best specimens of the most prominent styles of literature.

Continue to use lists of commonly misspelled words and some good speller.

The work in reading and spelling should go hand in hand throughout the course, and should be connected with the work in every other subject.

### BOOKS USED.

Teachers' Books. — Teachers' edition of the Beginner's Reader; Parker's Talks on Teaching; White's Pedagogy; Sheldon's Manual; Swett's Methods.

Pupil's Books. — Lippincott's The Beginner's Reading Book and Second Reader; Putnam's Script Primer; Cyr's Primer and First Reader; Monroe's Readers; Franklin's Readers, New and Old Series; Sheldon's Third and Fourth Reader; Stickney's Readers; The Normal Course in Reading, Third and Alternate Third Readers; King's Geographical Readers, First, Second, and third; Nature Readers, I., II., and III.; Phillips' Geographical and Historical Readers; Woods' Natural History Readers; Dole's American Citizen; Irving's Alhambra; Andrews' Seven Little Sisters; Evangeline; Hiawatha; Snow Bound.

Many single books for teachers to read to pupils, as Little Flower People, Dunton's Young Folks' Library Series, and similar books.

## LIST OF BOOKS IN THE ANDOVER TEACHERS' LIBRARY.

Compayeré's History of Education; Krüsi's Life and Works of Pestalozzi; Painter's History of Education; Williams' History of Education. Hailman's History of Education; Preyer's Development of the Intellect; Perez' First Three Years of School; two Putnam's Elementary Psychology; Baldwin's Psychology; Lindner's Empirical Psychology: Sully's Hand Book of Psychology; Bain's Education a Science; Baldwin's School Management; Compayeré's Lectures on Teaching; De Gamo's Essentials of Methods; Fitche's Lectures on Teaching; Hailman's Lectures on Teaching; Hailman's Primary Methods; Johonnot's Principles and Practice of Teaching; Prince's Course and Methods; Page on Teaching; three Parker's How to Teach Geography; Rousseau's Emile; Pestalozzi's Leonard and Gertrude; Rosenkranz' Philosophy of Education; two White's Pedagogy; Froebel's Education of Man; Clarke's Self Culture; Brook and Brook Basins, Frye; five Frye's Child and Natures; Leconte's Geology; Huxley's Lay Sermons; four Huxley's Physiography; King's Methods and Aids in Geography; Spencer's Education; Herburt's Psychology; Parker's Talks on Teaching; Harrison's Study of Child Nature; Wiltse's Kindergarten Stories and Morning Talks; Evolution of Dodd; Apperception by Ropes; Apperception by Lange; Ritter's Comparative Geography; Ritter's Geographical Studies; Geikie's Teaching of Geography; Geikie's Elementary Lessons in Physical Geography; Questions on Geeikie's Elementary Lessons in Physical Geography; six About Pebbles; six Clapp's Observation Lessons in Common Minerals; Crosby's Common Minerals and Rocks; Chisholm's Geography for North America; Chisholm's Commercial Geography; Chisholm's Atlas of Commercial Geography; Mills' Realm of Nature; Shaler's Story of Our Continent.

# OUTLINE IN GEOGRAPHY.

The accompanying outline in geography is intended to be temporarily suggestive. Have principles carefully developed with plenty of out door work, experiments and illustrative pictures, drawings, and stories. Be sure that these and important facts are firmly fixed in the memory by repetition and drill. Use many pictures and have much reading for general impressions.

## FIRST YEAR.

Position or Place work—(objectively) expressed by on, above, under, below, before, behind, between, right, left, etc.

Direction—expressed by East, West, North, South, North-east, North-west, South-east, South-west (applied to objects out of doors).

Nature Observations—Observe sky, clouds, rain, snow, dew, fog, frost, and ice. (Name and recognize.) Observe direction, velocity, and temperature of winds. Observe position of the sun at morning, noon, and night.

Minerals—Find and name a few typical rocks and minerals of the immediate vicinity. Save specimens and use for very simple lessons in the winter term.

Plants—Study plants as directed in outlines in botany and drawing.

Animals—Observe animals in the field and in the school-room. During the fall term study a cricket, grasshopper, or spider; during the winter term take a domestic animal or a pet rabbit or squirrel; during the spring term notice the coming of the birds, the bursting of cocoons, and the development of frogs from the eggs.

Field Work—Take out-of-door expeditions and observe and name bodies of land and water as per Murdock.

General Talks—Have a few lessons on food, clothing, shelter, and modes of travel.

SECOND YEAR.

Nature Work—Similar to that outlined for First Year, making the work a little more complex, and associating the effect with the cause a little more.

Distance—Teach inch, foot, yard, rod, and mile, and apply to pencils, desks, and distance home.

NOTE.—Use great care in selecting the object or street with which to associate each unit of distance. Have the measurement accurate. Use this first concrete illustration as a basis of comparison in all future work. Remember that you should be furnishing the children with accurate measuring sticks for life.

Time—Teach day, hour, minute, second, and week.

THIRD YEAR.

Preparation for Map Study—Draw top of table, school-room, according to scale, school-yard, school district, and perhaps town.

Physical features of immediate vicinity; viz. hills, valleys, streams, capes, peninsulas, islands, springs, lakes, rivers, (used as a basis for unseen mountains, oceans, continents, etc.)

Plants—See outlines of botany and drawing. Emphasize work in germination.

Animals—Fall term, study a caterpillar in the field and in the school-room. Winter term, study a hen or pet crow. Spring term, study a butterfly or moth and a fish.

Minerals—Make a collection of the common minerals, rocks, and soils of the school district. Have a few simple lessons on mica, quartz, feldspar, and soil. Objects compared as to resemblances and differences (preparatory to future classification).

Season Teaching—Have weather bulletin throughout the year. See Frye 42.

FOURTH YEAR.

Review and strengthen work on physical features requiring

now ability to represent by oral and written description, by drawing and modelling, and to give good, clear-cut definitions.

Season teaching—Review and collect ideas previously gained preparatory to the study of the climate of other lands.

Minerals—Review the work already done and go on with the study of native minerals, rocks, and soils. Study the formation of soil from mineral, vegetable, and animal substances, by decomposition and mechanical processes. Observe the depth of the soil, the arrangement in layers, the location of rich soils, and the transportation and deposition of soil.

Plants — See outlines in botany and drawing. Emphasize the effect of soil and climate upon plants.

Plants and animals classified by resemblances, uses, habits (as animals are grass-eaters and flesh-eaters).

Objects, classified as animal, vegetable, and mineral.

Animals—Study the bee or wasp, the ant and gipsy moth. Notice work of animals in soil-making and the relation of animals to plants.

Observation Lessons on Local Products—as vegetables, animals, and manufactured articles.

Occupations—as agriculture, lumbering, teaching, law, etc.

Local Commerce—Have talks on things sent out of the community and received into it, as apples, milk, manufactured articles, sugar, tea, rice, coffe (leading from the known to the related unknown).

Means of Traffic and Travel—as railroads, electric cars. Places visited by pupils.

Home Pictures in different Zones and Continents—illustrating in a general way soil, climate, food, clothing, shelter, habits, and personal appearance of people of typical parts of the globe. Always use the ideas gained in Andover as basis for gaining ideas in unknown regions, comparing conditions as observed here, with conditions as described in the unseen lands.

Books—Use Brooks and Brook Basins; Seven Little Sisters; Stories of the Races.

## FIFTH YEAR.

The main work of this year should be to gather up the facts studied here in the home work and to use this knowledge in the study of the continent of South America. Avoid detail. Make clear and strong the underlying principles which apply to all continents. Remember that this is to be used as the typical continent and the basis of comparison with all others.

Review—The work of the third and fourth years should be carefully reviewed, with special attention to the physical features, the soil and climate, the productions, the manufactories and the commerce of Andover.

The Earth as a Sphere—Give a few lessons using pasteboard globe with pretty moulding showing the great World Ridge.

NOTE.—For work on the Great World Ridge consult Frye.

Motions of the Earth—Give only such work on the motions of the earth as is necessary as a basis for the study of the climate of South America.

Physics—Effect of heat upon air and water. Study cause of winds, forms of water, and the relation of heat to its forms. Apply to the climate of Andover, and later to that of South America.

Contingent—Study the continent of South America, being very careful to follow the order of dependence and to base the work on physical features, drainage, soil, climate, and productions upon the study of similar things here in Andover. Base the work upon currents of air and water, upon the season study, and upon the work in physics and mathematical geography recently done.

Minerals—Study continental structure as dependent upon geological formation, and consider the work of chemical and physical agencies in the formation and transportation of soil. Spend only a little time upon the mining of precious metals and of diamonds.

Plants—Spend considerable time upon the selvas, the llanos, and the pampas, and emphasize the relation of plants to soil

and climate. Study carefully two or three typical plants, as the caoutchouc, coffee and cinchona.

Animals—Study carefully two or three typical animals, as llama, alpaca, and sloth.

Books for Teachers—Frye; Parker; Murdock: Realm of Nature; Huxley's Physiography; Physical Geographies; and Chisholm's Commercial Geography.

SIXTH YEAR.

Review—Spend several weeks in reviewing South America. Make sure that the underlying principles for physical features, drainage, soil, climate, and productions are well understood and thoroughly fixed.

North America—Study North America with South America as a basis of comparison, noting resemblances and differences at every step.

Cultivate Inferences—North America will furnish new combinations of old ideas, or new conditions influenced by laws which have been studied. Give the conditions and encourage the pupils to infer results and give reasons for their inference.

Eurasia—Study Eurasia as a single continental mass comparing with North and South America.

Africa and Australia—Study Africa and Australia very briefly.

SEVENTH YEAR.

Review—Spend two weeks in reviewing South America, and from four to six in reviewing North America preparatory to a study of the United States.

United States—Study the United States as a whole, following the same order as in the study of a continent. Study productions by sections rather than by states.

Government—Study the people and government of the United States, and compare with other first-class nations.

Commerce—Spend considerable time upon the domestic and foreign commerce of the United States.

Currents of Air and Water—Review the work on currents of

air and water. Study cyclonic storms and their effect in the United States. Study ocean currents, especially the Gulf Stream, the Japan Current, and the Arctic Current.

Other Countries — Study very briefly Mexico and Brazil. Study countries of Europe with which the United States has the most intercourse.

EIGHTH YEAR.

Review United States—Give a short review of North America and the United States preparatory to a study of New England.

Massachusetts—Study Massachusetts as a part of the Atlantic Slope, then quite carefully as a political division.

Essex County —Study the county briefly.

European Countries—Continue the study of the principal countries of Europe. Study only a very few cities, and emphasize the main points of interest in connection with those studied.

Other Countries—Study briefly China, Japan, Egypt, and Australia.

NINTH YEAR.

Unfinished work.

Review the physical features of the continents.

Review the principal production sections of the world.

Review the principal occupations of man.

Study the commerce of the globe.

Study the races of man.

Study the religions of the world.

Mathematical Geography—Review and continue.

General review.

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Reference Books in our Library :

Teachers' Books.—Child and Nature, Frye ; How to Teach Geography, Parker ; Methods and Aids in Geography, King ; Chapters in White's Pedagogy, Swett's Methods, and Johonnot's Principles and Practice of Teaching ; LeConte's Geology ;

Huxley's Lay Sermons ; Physical Geographies ; Shaler's Story of our Continent; Brooks and Brook Basins ; Huxley's Physiography ; Realm of Nature, Mill ; Chisholm's Commercial Geography ; Longman's Geography for North America ; Comparative Geography, Ritter ; Geographical Studies, Ritter ; The Teaching of Geography, Geikie ; Elementary Lessons in Physical Geography, Geikie ; Earth and Man, Guyot ; Physical Geography, Guyot ; Physical Geography, Appleton ; Physical Geography, Maury.

Books for Pupils in School and Public Library :

Seven Little Sisters ; Seven Sisters prove their Sisterhood ; Little Lucy's Wonder Globe ; Stories Mother Nature told her Children ; King's Geographical Readers ; Johonnot's Geographical Reader ; Abbott's Rollo Books ; the Zigzag Books ; The Fairy Land of Science ; The Great Backbone Family ; Life and her Children ; Journeys in Brazil, Agassiz ; Wright's Nature Readers ; Wood's Natural History Readers ; Dunton's Young Folks' Library ; Robinson Crusoe ; Stories of the Gorilla Country ; Taylor's Views Afoot through Europe ; Tent Life in Siberia, Kennan ; Paul Bert's First Steps in Scientific Knowledge ; Madame How and Lady Why ; Hale's Family Flights ; Hans Brinker, Holland ; Little Flower People : The Geographical Reader and Primer ; Aunt Martha's Corner Cupboard ; Little People of Asia.

# LIST OF TEACHERS.

Corrected Jan. 1, 1894.

## CENTRAL GRAMMAR SCHOOL.

| GRADE. | NAME | SALARY. | P. O. ADDRESS. |
|---|---|---|---|
| IX | Susan M. Wilbur, Prin. | $600. | Andover, Mass. |
| VIII | Dollie M. Farnum, | 425. | Andover, Mass. |
| VII | Francis W. Meldrum, | 425. | Andover, Mass. |
| VI | Anna E. Chase, | 425. | Andover, Mass. |
| V | Lilla B. Robinson, | 425. | Andover, Mass. |

## SOUTH CENTRE SCHOOL.

| | | | |
|---|---|---|---|
| IV, V | Edith McLawlin, Prin. | $500. | Andover, Mass. |
| III, IV | Carrie B. Deane, | 425. | Andover, Mass. |
| III, II | Lucy A. Roach, | 425. | Andover, Mass. |
| II | Annie O. S. Clemons, | 425. | Andover, Mass. |
| I | Jennie S. Abbott, | 425 | Andover, Mass. |
| I | Laura F. Farnum, | 425. | Andover, Mass. |

## BALLARDVALE SCHOOL.

| | | | |
|---|---|---|---|
| VII, VIII, IX | Susan N. Molther, Prin. | $500. | Andover, Mass. |
| VI, VII | Caroline A. Dean, | 425. | Andover, Mass. |
| IV, V | Ida G. Goldthwait, | 425. | Ballardvale Mass. |
| II, III | Mary F. Browne, | 425. | Ballardvale, Mass. |
| I, II | Rubina S. Copeland, | 425. | Ballardvale, Mass. |
| I, | Florence I. Abbott, | 400. | Andover, Mass. |

## ABBOTT VILLAGE SCHOOL

| | | | |
|---|---|---|---|
| V, VI | Margaret C. Donovan, Prin. | $475. | Andover, Mass. |
| VII, VIII | Jessie B. F. Greene, | 425. | Andover, Mass. |
| II, IV | Jennie Birnie, | 425. | Andover, Mass. |
| I, II | Maria D. McLeod, | 425. | Andover, Mass. |

## FRYE VILLAGE SCHOOL.

| | | | |
|---|---|---|---|
| VII, VIII, IX | Agnes C. Morrison, Prin. | $475. | Andover, Mass. |
| IV, V, VI | Lilla A. Abbott, | 425. | Andover, Mass. |
| I, II, III | Helen W. Battles, | 425. | Andover, Mass. |

## WEST CENTRE SCHOOL.

| | | | |
|---|---|---|---|
| VII, VIII, IX | Hannah R. Bailey, Prin. | $450. | Andover, Mass. |
| I to VI | Mary B. Hardy, | 400. | Andover, Mass. |

| GRADE. | NAME. | SALARY. | RESIDENCE. |
|---|---|---|---|
| | SCOTLAND SCHOOL. | | |
| I to IX | Harriet Ryder, | $350. | Andover, Mass. |
| | HOLT SCHOOL. | | |
| I to IX | Susie Meldrum, | $350. | Andover, Mass. |
| | OSGOOD SCHOOL. | | |
| I to IX | Kate Ticknor, | $400. | Andover, Mass. |
| | BAILEY SCHOOL. | | |
| I to IX | Eva A. Hardy, | $400. | Box 755, Lowell. |
| | ABBOTT SCHOOL. | | |
| I to IX | Louisa O. Twombly, | $400 | Andover, Mass. |
| | NORTH SCHOOL. | | |
| I to IX | Ida J. Holt, | $400. | Andover, Mass. |

SPECIAL TEACHERS.

Drawing and Penmanship.—Emilie Stefan, $600. Andover.
Music.— Edward Butterworth, $400. North Andover Depot.

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# TIME TABLE OF SUPERVISOR OF MUSIC.

MONDAYS.

| | |
|---|---|
| 9.00–9.20 A. M., | Miss Farnum |
| 9.20–9.40, | Miss Abbott |
| 9.40–10.00, | Miss Clemons |
| 10.00–10.25, | Miss Roach |

ALTERNATE MONDAYS.

| | |
|---|---|
| 10.45–11.05, | Miss Birnie |
| 11.05–11.30, | Miss Donovan |
| 11.30–12.00, | Miss Greene |
| 10.40–11.15, | Scotland |
| 11.30–12.00, | Holt |

WEDNESDAYS.

| | |
|---|---|
| 1.30–1.50, P. M., | Miss Bailey |
| 2.30–2.55, | Miss Abbott |
| 2.55–3.25, | Miss Morrison |

ALTERNATE WEDNESDAYS.

| | |
|---|---|
| 9.00–9.35, | Miss Hardy |
| 9.55–10.25, | Miss Donovan |
| 10.45–11.05, | Miss McLeod |
| 11.05–11.30, | Miss Birnie |
| 10.30–11.25, | Miss Greene |
| 2.05–2.30, | Miss Battles |
| 1.55–2.10, | Miss Hardy |
| 9.00–9.30, A. M., | North |
| 9.50–10.20, | Abbott |
| 10.45–11.10, | Bailey |
| 11.30–12.00, | Osgood |

FRIDAYS.

| | |
|---|---|
| 9.00–9.40, | Misses Wilbur and Farnham. |
| 9.40–10.10, | Miss Meldrum |
| 10.10–10.35, | Miss Chase |
| 10.45–11.05, | Miss Dean |
| 11.05–11.30, | Miss McLawlin |
| 11.30–12.00, | Miss Robinson |
| 1.30–1.45, | Miss Abbott |
| 1.45–2.05, | Miss Copeland |
| 2.05–2.30, | Miss Browne |
| 2.30–2.55, | Miss Dean |
| 2.55–3.30, | Miss Molther |
| | Miss Goldthwait |

In the Ballardvale Schools I skip one each week, each one in its turn.

EDWARD BUTTERWORTH.

# TIME TABLE OF SUPERVISOR OF DRAWING.

## MONDAY.

*Ballard Vale.*

| MORNING. | | | AFTERNOON. | | |
|---|---|---|---|---|---|
| 9.45–10.00, | Miss Brown, | Writing | 1.35–2.00, | Miss Dean, | Drawing |
| 10.00–10.15, | Miss Abbott, | Drawing | 2.00–2.15, | Miss Dean, | Writing |
| 10.15–10.25, | Miss Abbott, | Writing | 2.15–2.30, | Miss Molther, | " |
| 10.50–11.20, | Miss Molther, | Drawing | 2.30–2.45, | Miss Goldthwaite, | " |
| 11.20–11.45, | MissGoldthwaite | Drawing | 2.45–3.10, | Miss Brown, | Drawing |
| 11.45-11.55, | Miss Copeland, | Writing | 3.10–3.25, | Miss Copeland, | " |

## TUESDAY.

| MORNING. | | | AFTERNOON. | | |
|---|---|---|---|---|---|
| *North, Abbott, Bailey, Osgood.* | | | *Frye Village.* | | |
| | | | 1.35–1.45, | Miss Battles, | Drawing |
| | | | 1.45–1.55, | Miss Battles, | " |
| | | | 1.55–2.25, | Miss Abbott, | " |
| | | | 2.25–2.45, | Miss Morrison, | " |
| | | | 2.45–3.15, | Miss Morrison, | " |

## WEDNESDAY.

| MORNING. | | | AFTERNOON. | | |
|---|---|---|---|---|---|
| | *Frye Village.* | | | *Abbott Village.* | |
| 9.10–9.20, | Miss Battles, | Writing | 1 35–2.00, | Miss McLeod, | Drawing |
| 9.20–9.35, | Miss Abbott, | " | 2.00–2.25, | Miss Birnie, | " |
| 9.35–9.50, | Miss Morrison, | " | 2.25–2.50, | Miss Donovan, | " |
| | *South Centre.* | | 2.50–3.15, | Miss Greene, | " |
| 10.15–10.25, | Miss Abbott, | Writing | | | |
| 10.50–11.05, | Miss Deane, | " | | | |
| 11.05–11.20, | Miss Roach, | " | | | |
| 11.20–11.30, | Miss Clemons, | " | | | |
| 11.30–11.45, | Miss McLawlin, | " | | | |
| 11.45–11.55, | Miss Farnum, | " | | | |

## THURSDAY.

| | *Central Grammar.* | | | *South Centre.* | |
|---|---|---|---|---|---|
| MORNING. | | | AFTERNOON. | | |
| 9.10–9.35, | Miss Chase, | Drawing. | 1.35–2.00 | Miss McLawlin, | Drawing |
| 9.35–10 00, | Miss Meldrum, | " | 2 00–2.25, | Miss Deane, | " |
| 10.00–10.25, | Miss Farnum, | " | 2.25–2.45, | Miss Roach, | " |
| 10.50–11.15, | Miss Robinson, | " | 2.45–3.00, | Miss Clemons, | " |
| 11.15–11.55, | Miss Wilbur, | " | 3.00–3.15, | Miss Abbott, | " |
| | | | 3.15–3.25, | Miss Farnum, | " |

## FRIDAY.

| | *Central Grammar.* | | |
|---|---|---|---|
| MORNING. | | | AFTERNOON. |
| 9.10–9.25, | Miss Meldrum, | Writing | Scotland, Holt, West Centre. |
| 9.25–9.40, | Miss Chase, | " | |
| 9.40–9.55, | Miss Robinson, | " | |
| 9.55–10.10, | Miss Farnum, | " | |
| 10.10–10.30, | Miss Wilbur, | " | |
| | *Abbott Village.* | | |
| 11.00–11.15, | Miss Greene, | " | |
| 11.15–11.30, | Miss Donovan, | " | |
| 11.30–11.45, | Miss Birnie, | " | |
| 11.45–11.55, | Miss McLeod, | " | |

# STATISTICAL TABLE OF THE SCHOOLS,

## FOR THE SCHOOL YEAR ENDING JUNE 23, 1893.

| SCHOOL. | YEAR. | TEACHER. | Number Registered. | Average Membership | Average Attendance | Per cent. of Attendance |
|---|---|---|---|---|---|---|
| Central Grammar | IX | Susan M. Wilbur | 50 | 44.4 | 42.5 | 95.7 |
| | VII-VIII | Dollie M. Farnum | 25 | 20.73 | 19.68 | 95 |
| | VIII | Jessie Greene | 33 | 34 42 | 33.31 | 96.78 |
| | VII | Francis W. Meldrum | 38 | 36.38 | 34.87 | 92.43 |
| | VI | Anna E. Chase | 39 | 32.94 | 29.7 | 90 2 |
| South Centre | V | Edith A. McLawlin | 44 | 35.87 | 33.08 | 92.2 |
| | IV | Mary L. Bliss | 48 | 42.79 | 38.75 | 90.53 |
| | III | Abby A. Richardson | 40 | 35 72 | 32.83 | 91.09 |
| | II | Lucy A. Roach | 46 | 50 | 43.8 | 86 |
| | I | Jennie S. Abbott | 36 | 33.2 | 27.5 | 82.83 |
| | I | Laura Farnum | 64 | 38.98 | 31.69 | 81.3 |
| Ballard Vale | VIII-IX | Daphne S. Knapp | 37 | 32.02 | 30.05 | 93.5 |
| | VI-VII | Caroline A. Deane | 36 | 29.8 | 27.5 | 92 3 |
| | IV-V | Mary F. Brown | 33 | 29.2 | 27.12 | 92 |
| | II-III | Annie O. S. Clemons | 36 | 33 | 31.7 | 96.2 |
| | I | Rubina S. Copeland | 62 | 46.29 | 41.7 | 90 |
| Abbott Village | V-VI | Margaret C. Donovan | 39 | 32.39 | 31.33 | 96.7 |
| | III-IV | Jennie A. Birnie | 45 | 38.6 | 36.3 | 94 |
| | I-II | Maria D. McLeod | 34 | 30.62 | 28.92 | 94.4 |
| Frye Village | VII-IX | Agnes C. Morrison | 23 | 19 | 18 | 95 |
| | IV-VI | Lilla A. Abbott<br>Elizabeth Richardson | 30 | 28 | 25 | 90 |
| | I-III | Helen W. Battles | 39 | 32 | 30 | 94 |
| West Centre | VI-IX | Hannah R. Bailey | 21 | 20.22 | 19 1 | 94 |
| | I-V | Mary B. Hardy | 18 | 14.65 | 12.9 | 88 |
| Scotland | I-IX | Ida G. Goldthwait | 16 | 12.39 | 11.29 | 91.15 |
| Holt | I-IX | Lois A. Woodworth | 15 | 11.77 | 10.45 | 88 78 |
| Osgood | I-IX | Lilla B. Robinson | 26 | 20.42 | 16.8 | 82.27 |
| Bailey | I-IX | Eva A. Hardy | 10 | 10 | 9.12 | 91.25 |
| Abbott | I-IX | Alice Gage | 18 | 16 | 13 09 | 81.8 |
| North | I-IX | Ida J. Holt | 17 | 13.1 | 10.03 | 79.4 |

| | |
|---|---|
| Number of children in town over five and under fifteen years of age, | 984 |
| Number of children of all ages registered in Primary, Intermediate, and Grammar Schools of the town, | 1018 |
| Average registration, | 874.90 |
| Average attendance, | 798.23 |
| Average per-cent of attendance, | 91.26 |

# RULES OF THE SCHOOL COMMITTEE

OF THE

# TOWN OF ANDOVER.

## CHAPTER I.

### ORGANIZATION OF THE BOARD.

SECTION 1.—The meeting for organization shall be held on the Monday following the annual town election in March, at 7.30 o'clock, P.M. The Committee shall be called to order by the senior member present, who shall preside until a chairman is elected.

SECTION 2.—The officers of this Board shall be a chairman, chosen by ballot, and a secretary. There shall be appointed by the chairman, subject to the approval of the Board, the following committees, consisting of three members each: three District Committees, an Advisory and Auditing Committee, a Committee on Teachers, Janitors, and Music, and a Committee on Text-books, Supplies, and School-house Supplies.

SECTION 3.—Regular meetings of the Board shall be held on the last Tuesday of each month, at 7.30 o'clock, P.M.

SECTION 4.—The order of business at a regular meeting of the Board shall be: 1. Reading of the minutes; 2. Report of Superintendent; 3. Reports of visits; 4. Reports of Committees; 5. Consideration and approval of bills; 6. Unfinished business: 7. New business.

## CHAPTER II.

### DUTIES OF OFFICERS.

SECTION 5.—It shall be the duty of the chairman to preside at meetings, to call special meetings whenever he shall think it expedient, or at the written request of any two members of the Board, and to appoint all committees whose appointment is not otherwise directed by the Board.

SECTION 6.—For purposes of supervision and visitation the schools of the town shall be divided into three districts, as follows: viz., First District, including the Central Grammar, South Centre (intermediate and

primary), and Abbott Village; Second District, including Ballard Vale Holt, and Scotland; Third District, including West Centre, Frye, Osgood Bailey, Abbott, and North.

SECTION 7.—The District Committees shall advise and assist the Superintendent and teachers in all matters relating to discipline, management, and instruction in the schools under their charge. Members are also expected to visit, so far as they have opportunity, schools in other districts than their own. The District Committees shall have power to make incidental repairs, not costing over five dollars in any one case, without a special vote of the Board. They may delegate to the Superintendent such duties in regard to school-house repairs as they deem advisable.

SECTION 8.—It shall be the duty of the Advisory and Auditing Committee to advise and assist the Superintendent in all matters relating to the school not otherwise provided for; to examine all bills, and report the same to the Board for final action; to audit and examine all pay-rolls, and to prepare annually a careful estimate of the expenses of the schools, and report the same to the Board to be laid before the Selectmen, previous to the annual town meeting. All propositions to amend the rules and regulations shall be referred to this Committee, and no action shall be taken in such cases until they have been reported upon by this Committee. It shall also be the duty of this Committee to devise plans for correcting any evils of a sanitary nature that may be shown to exist on any school premises, and superintend the execution of those plans after they have been adopted by the Board.

SECTION 9.—It shall be the duty of the Committee on Teachers, Janitors, and Music to consider and report upon all propositions to fix or alter the amount of salary before action is taken by the Board; to examine all applicants for the position of teacher in the public schools of the town, and, to those found qualified, issue certificates of proficiency, as per Public Statutes, Chap. xx., Sec. 28; to nominate all teachers and janitors, and to make rules for the government of janitors in the performance of their duties, and to exercise a general supervision over the subject of music.

SECTION 10.—It shall be the duty of the Committee on Text-books, Supplies, and School-house Supplies to consider all propositions for changing text-books, or the course of study, or for introducing new text-books, and report upon the same to the Board. No change shall be made in the books used in the public schools, and no new books shall be introduced except by a vote of two-thirds of the whole Board, notice of such intended change having been given at a previous meeting. This Committee shall have authority to furnish all supplies used by the school department, but shall not exceed the appropriations for such purposes unless authorized to do so by the Board. This Committee may also expend at their discretion the income of the Proprietors' Fund and the Richardson

(Frye Village) Fund. But the income of these funds shall not be expended for such books and materials as the town is obliged to furnish by the terms of the Free Text-book Law. The Text-book Committee shall have general supervision of the subjects of drawing and penmanship.

SECTION 11.—The Secretary shall keep a record of the proceedings of the Board in full, and of the names of all the members present at each meeting. He shall give to each member of the Board a written or printed notice of all meetings.

SECTION 12.—He shall receive all formal applications for positions under the Board, refer each applicant to the Committee having the right of nomination to the position applied for, or to the Board if there be no such Committee. He shall take special pains to inform himself as to the qualifications of all applicants, and report the results of his inquiries to the Board if so desired.

SECTION 13.—He shall cause the annual census of children to be taken, as required by law, and keep a record of the same in a suitable book.

SECTION 14.—It shall be the duty of the Secretary to conduct all necessary correspondence for the Board, to determine the form of all record books and blanks which he shall think necessary or convenient, and to perform all other duties that appropriately belong to the office of Secretary, the performance of which is not otherwise provided for.

SECTION 15.—It shall be part of the duty of Superintendent of Schools to act as Secretary of this Board, except when otherwise ordered.

## CHAPTER III.

### DUTIES OF THE SUPERINTENDENT.

SECTION 16.—The Superintendent shall exercise a general care over all the schools and school-houses, and the premises and property connected therewith. He shall carefully note the condition of schools, and see that all the laws of the Board are obeyed.

SECTION 17.—He shall hold teachers' meetings at least one in each month, and he may for this purpose dismiss the schools one half-day in each month. He may close the schools in inclement weather at his discretion.

SECTION 18.—He shall fill vacancies temporarily in the position of teacher, and report his action in such cases to the next meeting of the Board. He shall have power to suspend disobedient pupils, but shall report such cases to the first subsequent meeting of the Board; but no pupil shall be expelled from the school except by vote of the Board.

SECTION 19.—He shall carefully observe the work of all the teachers, consult and advise with them, and promptly report to the Board any

teacher incompetent to discharge the duties of the position in a proper manner.

SECTION 20. He shall superintend and approve all orders of exercises, and keep a scheme of the orders of exercises of all the public schools in the town. He shall visit the schools constantly and systematically, pointing out defects, and suggesting remedies. He shall keep daily office hours to be approved by the Board. He shall have charge of and dispense all supplies as called for by teachers, and shall file all requisitions. He shall keep a full and accurate account of all receipts and disbursements, and prepare a monthly statement of the same, and of the amount of the various appropriations, expended and unexpended, for inspection of any member of the Committee at any time. He shall at all times have copies of all the books used in the public schools on hand at the rooms of the Committee. As often, at least, as once a year the Superintendent shall call the attention of the teachers to those provisions of the Public Statues that relate to the Public School System, and he shall see to it that those provisions are faithfully carried out so far as they can be made to apply to the schools of this town. He shall make a report to the Board at the regular monthly meeting of his work and of the condition of the schools visited by him during the previous month; and shall make a written report of his work, with such suggestions and recommendations as he sees fit at the close of each year. He shall also perform all other duties that belong to the office of Superintendent, the performance of which is not otherwise provided for.

## CHAPTER IV.

### DUTIES OF TEACHERS.

SECTION 21.—It shall be the duty of all the teachers, in conformity with the laws of this Commonwealth, "to exert their best endeavors to impress on the minds of the children and youth committed to their care and instructions the principles of piety and justice, and a sacred regard for truth, love of their country, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance; and those other virtues which are the ornament of human society, and the basis on which a republican constitution is founded."

SECTION 22.—Teachers are required to be in attendance, and each school-building shall be opened for admission of pupils at least ten minutes before the hour appointed for opening school.

SECTION 23.—Each school shall be daily opened by reading a portion of the Bible, without note or comment, and the use of the Lord's prayer.

SECTION 24.—The grammar and intermediate schools shall be in session at least five hours a day. In the primary schools pupils may be dismissed before the regular hour for closing, at the discretion of the Superintendent.

SECTION 25.—During the morning session there shall be one recess, not to exceed twenty minutes in length, in all grades, and no recess during the afternoon session in the intermediate and grammar grades. The Superintendent may arrange for additional recesses in the primary grades at his discretion.

SECTION 26.—Teachers may take one day in each term for the purpose of visiting other schools, upon consultation with the Superintendent.

SECTION 27.—Teachers desiring temporary release from schools shall apply to the Superintendent or some member of the District Committee, and no substitute shall be appointed without the consent of the Superintendent.

SECTION 28.—Teachers shall not permit scholars, during school hours, to answer the calls of any person at the door, except of parents or guardians, or by an order from them.

SECTION 29.—In all cases of absence or tardiness scholars shall furnish their teachers with a satisfactory excuse from their parents or guardians.

SECTION 30.—When a pupil is known, or for good reasons suspected, to be playing truant, it shall be the duty of the teacher to immediately inform the truant officer, whose duty it shall be to bring the delinquent to the school, and report the case to the parents.

SECTION 31.—The discipline of the school shall be, so far as possible, of a parental character. Corporal punishment shall be resorted to only in cases of extreme necessity, and when other means have failed. All cases of corporal punishment shall be reported to the Superintendent, with a description of the offense and extent of the punishment. By corporal punishment in this section is meant any means of inflicting physical pain.

SECTION 32.—A disorderly or disobedient pupil may be dismissed from school for the remainder of the day by any teacher. But all such cases must be acted upon by the Superintendent or District Committee, and all suspensions must proceed from him or from the School Committee.

SECTION 33.—Any pupil suspended, on giving satisfactory evidence of amendment, may be restored by the Committee or Superintendent.

SECTION 34.—When the conduct, example, or general influence of a scholar becomes very injurious, and his reformation appears hopeless, and he manifests a determined disregard of the rules and good order of the school, he may be expelled by a vote of the School Board. Any pupil expelled may be re-admitted on probation, and on ample proof of reformation may be restored; but only by a vote of the School Board.

SECTION 35.—All the teachers are required to take daily care that the school-houses, the furniture and apparatus in the same, as well as the outbuildings, fences, and all the property belonging to the school estates,

be not unnecessarily defaced, or in any manner injured by the pupils; and they shall be held responsible for any want of neatness or cleanliness about the school-houses and premises generally, and the outhouses in particular. In case any injury is done to the school-buildings, fences, or other school property, either by pupils or others, it shall be the duty of the School Board to procure redress.

SECTION 36.—Teachers shall also give careful attention to the ventilation and temperature of their rooms, avoiding extremes of heat or cold, securing change of air regularly at recesses and at the close of sessions, and shall carefully avoid allowing a current of air upon the pupils engaged in study or recitation.

SECTION 37.—Teachers shall not dismiss scholars from school till its close (except as elsewhere provided) without a special request from their parents or guardians, except in cases of evident necessity, of which the teacher shall be the judge. Nor shall they close their schools before the regular time, except in cases of sickness or with the consent of the Superintendent or District Committee.

SECTION 38.—Teachers may detain pupils in the afternoon only, not exceeding thirty minutes after the usual hour for dismission, either for the purpose of discipline or to make up imperfect lessons.

SECTION 39.—No teacher or janitor shall be allowed to procure supplies of any kind for the use of school or school-buildings without an order from the Committee on Supplies or from the Superintendent.

SECTION 40.—Each teacher shall keep the register required by law, and at the close of the term shall place it, correctly filled out, in the hands of the Superintendent. Teachers shall also keep up to date at the end of each school year a correct account of books and supplies furnished them during the year, with disposition of the same, and amount on hand at the end of the year, and they shall place the books provided for this purpose in the hands of the Superintendent, with an estimate of the books and supplies needed for the opening of the next school year. They shall also fill out in due form all the blanks adopted by the Committee or by the Superintendent relating to any feature of their work.

## CHAPTER V.

### EXAMINATIONS AND PROMOTIONS.

SECTION 41.—Written examinations shall be held in all schools of the grammar grade as often, at least, as once a term, the questions to be prepared or approved by the Superintendent, and at any other time, at the discretion of the Superintendent. No teacher shall give an examination without the consent of the Superintendent. In connection with all written examinations, the papers, after having been marked, shall be

returned to the pupils, and special pains shall be taken by the teacher to point out at some subsequent recitation the mistakes made by the several pupils in answering the questions.

SECTION 42.—The regular promotion of pupils shall be made at the beginning of the school year, but special promotions may be made at any time whenever the Superintendent may deem it advisable. Any pupil absent without proper reason from any regular examination of his class shall forfeit his standing in the class.

SECTION 43.—Pupils who fall behind in their classes, by reason of absence, indolence, inattention, or inability, may be placed in a lower class at the discretion of their teachers, acting in concurrence with the Superintendent of Schools, the parents of such pupils having been previously informed by the teacher, or by the Superintendent, of the liability of such removal.

SECTION 44.—Written examinations shall be given under the direction of the Superintendent in the highest grade of the grammar school (and to such pupils in the mixed schools as have taken work of this grade) at the close of each term on the following five subjects, each of which shall be rated as of equal value: grammar, composition and spelling, arithmetic and book-keeping, geography, history, and physiology. Marks shall be assigned by the teachers on the daily recitations, and in computing the rank for the year one-half of the marks shall be assigned upon the daily recitations, one-fourth upon the final examination, and one-eighth upon each of the two preceding examinations. The questions for the examinations provided for in this section shall be prepared by the Superintendent acting in convention with all the teachers having pupils in this grade, the questions finally decided upon by this convention to be approved by the Trustees or Principal of the Punchard Free School before being given to the pupils. The examination papers shall be marked by the teachers who have pupils taking part in the examination (subject to the revision of the Trustees or Principal of the Punchard Free School), and all the papers in the same study shall be marked by the same teacher.

The Superintendent shall take special pains to secure uniformity of matter and methods in the teaching of the ninth grade pupils, and for this purpose shall hold frequent conferences with the teachers of this grade in meetings to be held as often as he deems necessary.

SECTION 45.—Diplomas of graduation shall be given at the close of the school year to those pupils whose marks computed as above upon the whole year's work average sixty-five per cent. or more for the subjects above named, and do not fall below forty per cent. in any of those subjects.

SECTION 46.—Examinations shall also be given at the times, and to all scholars in the classes named in the last preceding section on reading and elocution, on drawing and penmanship, and on music; the examinations

on the first named subjects to be oral, and the others to be in writing. Any scholar otherwise qualified to receive a diploma, whose average marks for the year, computed as provided in the last section, amounts to as much as sixty, but to less than sixty-five per cent., shall receive a diploma of graduation if his average marks on the examination provided in this section in any of the three subjects (half the marks being assigned on the last examination) amounts to ninety per cent. or more.

SECTION 47.—The Superintendent shall also give an examination near the close of the summer vacation, open to every pupil who has failed to receive a diploma of graduation from the grammar schools solely because his mark on some subject or subjects fell below forty per cent. and if the pupil shall at this examination attain the required mark in all subjects in which he has failed, he shall receive the diploma.

## CHAPTER VI.

### MISCELLANEOUS.

SECTION 48.—The Superintendent, teachers, except such as provided below, janitors, and two truant officers shall be elected in June of each year, and all the salaries for the ensuing year shall be fixed at the same time. In regard to teachers the Board adopts the following provision of the Public Statutes, Chap. 313, Acts of 1886. "The School Committee of any city or town may elect any duly qualified person to serve as teacher in the public schools of such city or town during the pleasure of such Committee, *provided* such person has served as a teacher in the public schools of such city or town for a period of not less than one year.

SECTION 49.—The school year shall begin on the second Monday of September, and shall be divided into three terms.

The Fall Term shall end on the Friday before Christmas, and shall be followed by a vacation of two weeks.

The Winter Term shall begin the Monday after New Years, and shall continue until the Friday before Fast Day, and shall be followed by a vacation of one week.

The Spring Term shall begin the Monday after Fast Day, and shall continue to the end of the school year, as provided in Sec. 50.

SECTION 50.— The course of studies for the public schools shall embrace a period of nine grades or years of 38 weeks each. The first three grades shall represent the primary, the next three the intermediate, and the last three the grammar schools.

SECTION 51.—Thanksgiving Day and the remainder of the week, Washington's birthday, Memorial Day, and every Saturday shall be holidays of the schools.

SECTION 52.—Physical exercise shall be given in each school at least once in each session.

SECTION 53.—All school officers when first elected shall be elected on probation for one term. At the end of one term's service, if the trial should prove satisfactory, the Board may proceed to an election for the remainder of the school year.

SECTION 54.—All teachers shall inform themselves as to the regulations of the Board, and co-operate in securing their observance.

SECTION 55.— The pay of temporary substitute teachers shall be at the rate of 75 per cent. of the pay of the regular teacher.

SECTION 56.— Cushing's Manual is adopted as the authority for the settlement of all questions of order and parliamentary usage.

# LAWS

## RELATIVE TO SCHOOLS AND TO CHILDREN OF SCHOOL AGE.

[PUBLIC STATUTES AS AMENDED.]

### CHAPTER 47.

*Of the Attendance of Children in the Schools.*

*SECTION 1. Every person having under his control a child between the ages of eight and fourteen years, shall annually cause such child to attend some public day school in the city or town in which he resides, and such attendance shall continue for at least thirty weeks of the school year if the schools are kept open that length of time, with an allowance of two weeks' time for absences not excused by the superintendent of schools or the school committee, and for every neglect of such duty the person offending shall, upon complaint of the school committee or any truant officer, forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars; but if such child has attended for a like period of time a private day school approved by the school committee of such city or town, or if such child has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, such penalties shall not be incurred.

†SECT. 2. For the purpose of the preceding section school committees shall approve a private school only when the teaching in all the studies required by law is in the English language, and when they are satisfied that such teaching equals in thoroughness and effi-

*1889, chap. 464; 1890, chap. 384. †1889, chap. 464.

ciency the teaching in public schools in the same locality, and that equal progress is made by the pupils therein, in the studies required by law, with that made during the same time in the public schools; but they shall not refuse to approve a private school on account of the religious teaching therein.

[Acts of 1887.]

CHAPTER 433.

*An Act relating to the Employment of Minors who cannot read or write in the English Language.*

[Section one was repealed by chapter three hundred and forty-eight, acts of eighteen hundred and eighty-eight.]

Sect. 2. Every person who regularly employs, or permits to be employed, a minor fourteen years of age, or over, who cannot read and write in the English language, provided such minor has been, since reaching the age of fourteen, for one year continuously a resident of a city or town in this commonwealth wherein public evening schools are maintained, and is not a regular attendant of a day or evening school, shall, for every such offense, forfeit not less than fifty nor more than one hundred dollars, for the use of the evening schools of such city or town.

[Acts of 1888.]

CHAPTER 348.

[As amended by Chapters 291 and 464. 1889, and Chapter 384, 1890.]

*An Act in Relation to the Employment of Children.*

Section 1. No child under thirteen years of age shall be employed at any time in any factory, workshop or merchantile establishment. No such child shall be employed in any indoor work, performed for wages or other compensation, to whomsoever payable, during the hours when the public schools of the city or town in which he resides are in session, or shall be employed in any manner during such hours unless during the year next preceding such employment he has attended school for at least thirty weeks, as required by law.

Sect. 2. No child under fourteen years of age shall be employed in any manner before the hour of six o'clock in the morning or after the hour of seven o'clock in the evening. No such child shall be employed in any factory, workshop or mercantile establishment,

except during the vacation of the public schools in the city or town where he resides, unless the person or corporation employing him procures and keeps on file a certificate and employment ticket for such child as prescribed by section four of this act, and no such child shall be employed in any indoor work, performed for wages or other compensation, to whomsoever payable, during the hours when the public schools of such city or town are in session unless as aforesaid, or shall be employed in any manner during such hours unless during the year next preceding such employment he has attended school for at least thirty weeks as required by law; and such employment shall not continue in any case beyond the time when such certificate expires. The chief of the district police, with the approval of the governor shall have authority to designate any kind or kinds of employment in factories, workshops or mercantile establishments as injurious to the health of children under fourteen years of age employed therein, and after one week's written notice from said chief to the employer or his superintendent, overseer or agent of such designation no such child shall be employed in any such kind or kinds of employment in any factory, workshop or mercantile establishment.

SECT. 3. No child under sixteen years of age shall be employed in any factory, workshop or mercantile establishment unless the person or corporation employing him procures and keeps on file the certificate required in the case of such child by the following section, and also keeps on file a full and complete list of such children employed therein.

SECT. 4. The certificate of a child under fourteen years of age shall not be signed until he presents to the person authorized to sign the same an employment ticket, as hereinafter prescribed, duly filled out and signed. The certificate and the employment ticket shall be separately printed, and shall be printed in the following forms respectively, and the blanks therein shall be filled out and signed as indicated by the words in brackets. . . . . .

SECT. 5. In cities and towns having a superintendent of schools said certificate shall be signed only by such superintendent, or by some person authorized by him in writing; in other cities or towns it shall be signed by some member or members of the school committee authorized by vote thereof: *provided, however*, that no member of a school committe, or other person authorized as aforesaid, shall have authority to sign such certificate for any child then in, or

about to enter, his own employment, or the employment of a firm of which he is an officer or employee. The person signing the certificate shall have authority to administer the oath provided for therein but no fee shall be charged therefor; such an oath may be administered by any justice of peace.

SECT. 6. The certificate as to the birthplace and age of a child shall be signed by his father if living and a resident of the same city or town; if not, by his mother; or if his mother is not living, or if living is not a resident of the same city or town, by his guardian; if a child has no father, mother or guardian living in the same city or town, his own signature to the certificate may be accepted by the person authorized to approve the same.

SECT. 7. No child who has been continuously a resident of a city or town since reaching the age of thirteen years shall be entitled to receive a certificate that he has reached the age of fourteen unless or until he has attended school according to law in such city or town for at least thirty weeks since reaching the age of thirteen, unless such child can read at sight and write legibly in the English language or is exempted by law from such attendance. Before signing the approval of the certificate of age of a child, the person authorized to sign the same shall refer to the last school census taken under the provisions of section three of chapter forty-six of the Public Statutes, and if the name of such child is found thereon, and there is a material difference between his age as given therein and as given by his parent or guardian in the certificate, allowing for lapse of time, or if such child plainly appears to be of materially less age than so given, then such certificate shall not be signed until a copy of the certificate of birth or of baptism of such child, or a copy of the register of its birth with a town or city clerk, has been produced, or other satisfactory evidence furnished that such child is of the age stated in the certificate.

SECT. 8. The truant officers may, when so authorized and required by vote of the school committee, visit the factories, workshops, and mercantile establishments in their several cities and towns, and ascertain whether any children under the age of fourteen are employed therein contrary to the provisions of this act, and they shall report any cases of such illegal employment to the school committee and to the chief of the district police or the inspector of factories for the district. The inspectors of factories, and the truant officers when

authorized as aforesaid, may demand the names of all children under sixteen years of age employed in such factories, workshops and mercantile establishments, and may require that the certificates and lists of such children provided for in this act shall be produced for their inspection. Such truant officers shall inquire into the employment, otherwise than in such factories, workshops or mercantile establishments, of children under the age of fourteen years, during the hours when the public schools are in session, and may require that the aforesaid certificates of all children under sixteen shall be produced for their inspection; and any such officer, or any inspector of factories, may bring a prosecution against a person or corporation employing any such child, otherwise than as aforesaid, during the hours when the public schools are in session, contrary to the provisions of this act, if such employment still continues one week after written notice from such officer or inspector that such prosecution will be brought, or if more than one such written notice, whether relating to the same child or to any other child, has been given to such employer by a truant officer or inspector of factories at any time within one year.

SECT. 9. Every parent or guardian of a child under fourteen years of age who permits any employment of such child, contrary to the provisions of this act, and every owner, superintendent or overseer of any factory, workshop or mercantile establishment who employs, or permits to be employed therein, any child contrary to the provisions of this act, and any other person who employs any child contrary to the provisions of this act, shall, for every such offense, forfeit not less than twenty or more than fifty dollars for the use of the public schools of the city or town. Every parent, guardian, or person authorized to sign the certificate prescribed by section four of this act, who certifies to any materially false statement therein, shall be punished by fine not exceeding fifty dollars, or by imprisonment not exceeding thirty days, or by both such fine and imprisonment. A failure to produce to a truant officer or inspector of factories the certificate required by the provisions of this act shall be prima facie evidence of the illegal employment of the child whose certificate is not produced.

†1889. chap. 291,

# Punchard Free School.

## PRINCIPAL'S REPORT.

To the Trustees of Punchard Free School.

Gentlemen: — Our school, which has continued to increase in size since the publication of the last report, is now about as large as we have any good reason to expect and will probably not become much, if any, larger, so long as the population of the town remains at about its present figures. It may grow a little for a few years through our holding pupils in school longer on the average than formerly.

### TERMS.

Fall Term, from September 12, 1892, to December 23, 1892.

Winter Term, from January 9, 1893, to March 31, 1893.

Spring Term, from April 17, 1893, to June 22, 1893.

### SCHOOL STATISTICS.

| | Fall Term. | Winter Term. | Spring Term. |
|---|---|---|---|
| Time of School, in days, | 75 | 60 | 50 |
| Average membership, | 113 | 102 | 98 |
| Average attendance, | 110 | 96 | 95 |

| | |
|---|---|
| Length of School Year, | 37 weeks. |
| Number of different pupils attending during the year, | 117 |
| Number of pupils not enrolled in some other school in town, | 117 |
| Number over 15 years of age, | 93 |
| Number between 8 and 14, | 24 |
| Average membership for the year, | 105 |
| Average attendance for the year, | 101.4 |

## ROLL OF HONOR.

Pupils who have not been absent or tardy.

FALL TERM.

Abbott, Alice T.
Abbott, Leslie M.
Burtt, Gertrude A.
Holt, Gertrude E.
Saunders, Sara E.
Eames, Chas. H.
Moody, Almon S.
Nims, M. Harlan,
Hardy, Edith
Roberts, Gertrude A.
Smith, Agnes
Spinney, Maud
Chandler, J. R.
Smith, Lewis G.
Wright, Howard H. P.
Farnum, Ida V.
Fitzgerald. Alice V.
Hayward, Ellen
Perkins, M. Ruth
Wakefield, Florence B.
Lamont, Lizzie
Riley, Thos.
Sisco, John C.
Stott, Jos. E.
Abbott, Susie E.
Burtt, Florence T.
Clarke, Eva M.
Clough, Eva A.
Donald, Edith
Farnham, Annie W.
Farnham, Grace A.
Farnham, Laura S.
Haynes, Della
Hewes. Madeleine
Holt, Ella M.
Kydd, Cecilia A.
Murphy, Annie
Paine, Marian D.
Phelps, Emma
Scott, Mary
Smith, Edna L.
Stone, Alice M.
Trow, Ethel
Wardman, Gertrude
Bodwell, Henry A.
Hulme, Samuel P.
Keeland, James
Matthewson, Clarence
Trow, Ralph W.
Putnam, Geo. H.
O'Donnell, John A.

WINTER TERM.

Abbott, Alice T.
Abbott, Leslie M.
Daley, Jerry J.
Eames, Chas. H.
Moody, Almon S.
Hardy, Edith
Roberts, Gertrude A.
Smith, Agnes
Donovan, John J.
Wright, Howard H. P.
Church, Myra
Farnum, Ida
Fitzgerald, Alice
Flint, Charlotte E.
French, Lilla M.
Hayward, Ellen
Perkins, M. Ruth
Phillips, Maggie M.
Poor, Edith
Wakefield, Florence
Wakefield, Ruth A.
Roberts, Arthur S.
Sisco, John C.
Stott, Jos. E.
Abbott, Susie E.
Burtt, Florence B.
Clough, Eva A.
Hall, Margaret K.
Hewes, Madeleine
Paine, Marian D.
Smith, Edna
Bodwell, Henry A.
Holt, Walter
Cullinane, Timothy
Hulme, Samuel P.
Keeland, James,
O'Donnell, John A.
Putnam, Geo. H.

SPRING TERM.

Burtt, Gertrude A.
Burtt, Grace L.
Holt, Gertrude E.
Eames. Chas. H.
Hardy, Edith
Roberts, Gertrude A.
Smith, Agnes
Chandler, J. R.
Donovan, John J.
Wright, Howard H. P.
Coutts, Alice S.
Fitzgerald, Alice V.
Flint, Charlotte E.
Hayward, Ellen
Lamont, Lizzie
Mason, Lucy C.
Nolan, Katie M.
Perkins, M. Ruth
Riley, Thos.
Roberts, Arthur
Sisco, John E.
Stott, Jos. E.
Abbott, Susie E.
Clarke, Eva M.
Clough, Eva A.
Cox, Adelaide
Cullinane, Anna F.
Farnham, Annie W.
Farnham, Grace A.
Farnham, Laura S.
Hall, Margaret K.
Haynes, Della
Holt, Ella M.
Kydd, Cecilia A.
Paine, Marian D.
Scott, Mary
Trow, Ethel
Whitney, Alice T.
Bodwell, Henry A.
Flint, Arthur S.
Holt, Walter
Hulme, Sam'l P.
O'Donnell, John A.
Trow, Ralph W.

# COURSE OF STUDY.

(In regard to the Revised Course of Study the following matter prepared originally for the *Townsman* is submitted.)

The course of study outlined below was recently adopted by the Trustees of the Punchard Free School to take the place of the three courses now in use.

The Trustees have seen clearly for some time that the ccurse in English offered in the school is not a strong one. The work in English provided for in the English Course was fairly good, but there were wide gaps even in that course. A glance at the outline of the new course will show that these gaps have been filled. We now have a continuous course in English for *four years* for *every pupil in school.*

We lose about half of our pupils by the end of the second year of attendance. This has been the case for twenty-five years and is in agreement with the experience of High Schools generally. To meet this condition the attempt has been made so to arrange the studies as to give those who can remain in the school only one or two years a broader and at the same time a more practical education than heretofore.

This desire to make the first two years as practical as possible led to the arrangement of the historical subjects that appears in the outline. For the last two years of the course the order, it will be noticed, is strictly chronological.

While the changes in the course relate for the most part to the matter of arrangement, some new studies have been introduced and others are to receive more time. The new studies are: Political Economy, Comparison of Governments, English Constitutional History, History of Music and History of Art.

The numbers in the outline indicate the number of recitations a week.

With the exception of the General Exercises, Music, Drawing, etc., the only required study is English. This subject is to be taken for the entire course by every pupil in school.

Every pupil must select subjects enough to make up a total of at least fifteen recitation hours a week, not including General Exercises, Music, Drawing, Physical Exercises, and Themes. These subjects may be selected from those of the year to which the pupils belongs, or from any earlier year. Every pupil is advised to select, upon his entrance, or as soon as possible thereafter, some *one* line of work, as English, Science, or any other, according to his own tastes and aptitudes, as his special line of work and to make all he can of it.

Members of the school who intend to return for the following year are expected to inform the Principal of the school of this fact by the middle of the spring term (this year one week before the close of the term) and at the same time to pass in a list of the subjects selected for their next year's work. Pupils who are to enter the school are requested to give similar information one week before the opening of school in September. The Principal of the school will be glad to consult with parents as to the best course for their children in cases of doubt.

The subjects having once been selected no change will be allowed during the year for those who do not expect to enter any more advanced school. Pupils preparing for higher institutions will be allowed to take any studies at any time most convenient for their purpose.

Some of the objects sought in the present revision of the course are:

1. To provide more and better work in English.
2. To offer a better course to those pupils who remain in the school two years or less.
3. To enrich the course with new subjects.
4. To do away, so far as possible, with review classes.
5. To make it reasonably certain that every pupil shall at all times be studying *one* subject at least in which he is interested.
6. To bring the preparatory courses up to the requirements of the leading colleges.

# COURSE OF STUDY,

| YEARS | TERMS | ENGLISH | HISTORY | SCIENCE |
|---|---|---|---|---|
| | | 3 | 3 | 3 |
| FIRST YEAR | *Fall* | Lessons, Composition. Whittier. | History of England. | Physiology. |
| | *Winter* | Lessons, Composition. Longfellow. | History of England. | Commercial Law. |
| | *Spring* | Lessons, Composition. Gen'l view of American Poetry. | History of England. General view. | Commercial Law. |
| | | | | 4 |
| SECOND YEAR | *Fall* | Rhetoric. American Essayists and Orators. | Developm't of English Constitution. | Physics. |
| | *Winter* | Rhetoric. American Novelists. | Civil Gov't in U. S. | Physics. |
| | *Spring* | Rhetoric. Gen'l view of Amer. Prose. Compositions throughout the year. | Civil Gov't in U. S. | Physics. } Chemistry. } |
| | | | | 4 |
| THIRD YEAR | *Fall* | | History of Greece. | Chemistry. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts in English. | History of { Greece. Rome. | Chemistry. |
| | *Spring* | | History of Rome. | Botany. |
| | | | | 5 |
| FOURTH YEAR | *Fall* | | Mediæval, topics, lectures. | Geology. } Astronomy. } |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts. Historical Grammar. | Modern, topics, lectures. | Astronomy. } Geology. } |
| | *Spring* | | Nineteenth Century. — Comparison of Govern'ts of U. S., Eng., France and Germany. | Political Economy. |

**Music, Drawing, Declamations, Themes, Military Drill,**

# PUNCHARD FREE SCHOOL.

| MATHEMATICS | | LATIN | GREEK | FRENCH | ART |
|---|---|---|---|---|---|
| 4 | 5 | 5 | | | |
| Algebra. | Arithmetic. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar, Sight Reading. | | | |
| 5 | | | 4 | 4 | |
| Algebra. | | Cæsar, Composition. | Lessons, Anabasis. | Grammar. | |
| Geometry, Algebra. | | Cæsar, Composition. | Lessons, Anabasis. | Grammar, Authors. | |
| Geometry, Algebra. | | Cæsar, Composition, Sight Reading. | Lessons, Anabasis. Sight Reading. | Grammar, Authors. Sight Reading. | |
| 5 | | | | | |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Music. |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | |
| Geometry, Algebra. | | Cicero, Composition. Sight Reading. | Selections from Xen. Composition. Sight Reading. | Authors, Comp. Sight Reading. | |
| Solid Geometry. | | 4 Virgil, Composition. | Iliad, Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Art. |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | |
| Review of Arithmetic. | | Virgil, Ovid, Composition. Sight Reading. | Review, Composition. Sight Reading. | Authors, Comp. Sight Reading. | |

**Gymnastics throughout the course.**

The class of '93 at graduation numbered eleven. One member has since entered Wellesley, one Mt. Holyoke, and one the Institute of Technology. One, who received a diploma for the General course, is at Punchard preparing for Wellesley. A member of the class of '92, General course, who returned for an extra year, was admitted to Harvard without conditions. Pupils are now received on certificate from Punchard at Oberlin, Smith and Wellesley. The practice of admitting to college on certificate is spreading, and within a few years it will probably be possible for the graduates of the best High Schools to enter any college in the country by this method. Better work will then be done in our Secondary schools.

The advanced methods now in use in our public schools are beginning to help us. In a few years we shall be able to carry our pupils much farther in Science and Literature than we do now in consequence of the work done along those lines in the lower schools. The time is about ripe for the introduction of Algebra and Geometry into our Grammar schools. These studies, with others not taught in our Grammar schools, have already found a place in the Grammar grades of several of our most progressive towns. Andover must not bring up the rear of the column.

Several of the needs of our school that were mentioned in the last report have since been met. The course of study has been revised and, although not yet wholly satisfactory, provides a much better course for pupils who can remain in the school for a year or two only. The studies are now all elective with the exception of English. Some studies not now offered should be added to the list, but this cannot at present be done. We really need one more teacher to do properly the work of the school according to the course of study now in use.

Thanks to the generosity of the town, the improvements called for in the last report have all been made with the exception of a change in the system of heating and ventilating the old part of the building. As a result we are doing much

better work and considerably more work in Science than we could possibly do before. We now have a well lighted and well ventilated Chemical laboratory and an excellent General Science room well equipped for the objective methods in Physics, Geology and Botany, and for Mechanical Drawing.

The school received $87 (in addition to a large amount of material useful for decorating the hall for future fairs) as its share of the profits of the Bazaar of Nations held by the class of '94. This has enabled us to make a large addition to our Library, to add eleven casts to our material for drawing, and an excellent collection of minerals to the specimens that we had before.

A very gratifying circumstance was the gift of $25, by the Punchard Alumni Association, for the purchase of books for the Library. It has been known to us for a long time that the Association desired very much to do something to help the school in its work and we are all, both teachers and pupils, very grateful to the Association for the interest and the gift.

Mr. John N. Cole has our thanks for the renewal of his offer of prizes for excellence in English Composition, and Mrs. Annie Sawyer Downs for the offer of a prize for the best herbarium. Will not other friends of the school offer prizes for excellence in other departments?

The work in Music has received a great impetus from the excellent teaching of our new instructor Mr. Georg Fresé, who is as efficient as he is popular, and no higher praise could be given. Miss Edith L. Taft, our other new teacher, is doing good work also. To Mrs. Boynton, who left us at the close of the year, and to the other faithful assistant teachers, I wish to express here my appreciation of their earnest, effective work during the year now under review.

In conclusion, I desire, on behalf of teachers and pupils, to thank the gentlemen of the Board of Trustees for the encouragement given by them to modern methods of school work and the citizens of the town for the appropriation that enabled us to fit up our excellent new laboratories.

Respectfully submitted,

FRANK O. BALDWIN, Principal.

## TRUSTEES OF PUNCHARD FREE SCHOOL.

Rev. J. J. Blair,
Samuel H. Boutwell,
Charles H. Gilbert,
George Gould,
Rev. F. W. Greene,
Rev. Frederic Palmer.
George H. Poor,
Horace H. Tyer.

## ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1892–93.

President, Rev. Frederic Palmer.
Sec. and Treas., George H. Poor.

Visiting Committee:

Rev. Frederic Palmer.
Rev. F. W. Greene,
Samuel H. Boutwell.

Prudential Committee:

George Gould,
Horace H. Tyer.

Auditing Committee:

George Gould,
Charles H. Gilbert.

## TEACHERS.

Frank O. Baldwin, Principal.
Miss Mary E. Dern, Assistant.
Miss Mary A. Abbot, Assistant.
Miss Lucia G. Merrill, Assistant.

# REPORT

OF

# THE SCHOOL COMMITTEE

OF THE

## TOWN OF ANDOVER, MASS.

FOR THE SCHOOL YEAR

## 1894

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ANDOVER, MASS.:
THE ANDOVER PRESS, PRINTERS
1895

## STANDING COMMITTEES.

Advisory and Auditing Committee:
John N. Cole, J. Newton Cole, Thomas David.

Committee on Teachers and Music:
John Alden, Mrs. L. A. Wilson, Geo. D. Pettee.

Committee on Text-books and Supplies:
Miss Clara Putnam, William Shaw, William Odlin.

Sub-Committees:

Stowe, John Dove, and Abbot Village Schools: John Alden, Geo. D. Pettee, William Odlin.

Ballard Vale, Holt, and Scotland Schools: William Shaw, Mrs. L. A. Wilson, and J. Newton Cole.

West Centre, Frye, Osgood, Bailey, Abbott, and North Schools: John N. Cole, Thomas David, and Miss Clara Putnam.

## SCHOOL CALENDAR FOR THE YEAR 1895.

| | |
|---|---|
| Winter term begins Jan 7. | Winter term closes March 29. |
| Spring term begins April 8. | Spring term closes June 21. |
| Fall term begins Sept. 9. | Fall term closes Dec. 20. |

# SCHOOL COMMITTEE, 1894-95.

| | | | | |
|---|---|---|---|---|
| J. Newton Cole, Chairman, | Term expires | March | | 1897 |
| Miss Clara Putnam, . . . | ,, | ,, | ,, | 1895 |
| Mrs. L. A. Wilson, . . . | ,, | ,, | ,, | 1895 |
| Thomas David, . . . | ,, | ,, | ,, | 1895 |
| John Alden, . . . . | ,, | ,, | ,, | 1896 |
| John N. Cole, . . . . | ,, | ,, | ,, | 1896 |
| William Odlin, . . . . | ,, | ,, | ,, | 1896 |
| George D. Pettee, . . . | ,, | ,, | ,, | 1897 |
| William Shaw; . . . . | ,, | ,, | ,, | 1897 |

W. A. Baldwin, Secretary and Superintendent.

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Regular Meetings of the Committee:

The last Tuesday of every month at 7.30 P.M.

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## TRUANT OFFICERS.

Herbert F. Chase, Centre and West Parish.
H. M. Hayward, Ballardvale.

# REPORT

OF

# THE SCHOOL COMMITTEE.

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*To the citizens of the Town of Andover:*

Your School Board respectfully submits the following brief report in addition to that made by the Superintendent of Schools:

Following the suggestion made at the last annual town meeting, an arrangement was made whereby the town of Danvers employs one-half the time of our superintendent, Mr. Baldwin. Although from a financial standpoint this arrangement may be an advantage to the town, yet your committee is not satisfied with it and recommends a return to the plan of employing the superintendent for the whole time. It often happens, when he is out of town, that matters come up which require immediate attention, and two and one-half school days per week are not sufficient for the performance of the necessary duties in connection with this office.

One of the most important items of the year's work has been the erection of the new grammar school building, to which the board has given the name of the Stowe School. This is undoubtedly the best constructed and most ornamental school building we have, and it is certainly a credit to the committee that had charge of its erection and an honor to the town. By putting the hall in the third story two spare school rooms are provided, giving ample accommodations for some years to come. This change necessitated the carrying forward of some bills for furnishing into the current year's accounts.

The change in the heating and ventilating system of the John Dove school building proved a more formidable and expensive undertaking than was anticipated. Various unexpected difficulties were encountered, and the requirements of the State inspectors are so rigid that it was found absolutely necessary to expend more money than was called for in last year's appropriation. But an exceedingly satisfactory result has been obtained and we feel sure that the outlay will prove an economical one.

There has for some time been a demand by the people of the North District that a new school house be erected to take the place of the very unsuitable one which is now occupied by that school. The Board has taken the subject under consideration and recommends that a school building be erected, and has asked for an article in the Town Warrant calling for action on the matter.

The financial affairs coming under the direction of your committee have been conducted in a most economical way, and while it seemed unwise for the Board to so curtail expenses to come entirely within the appropriation, the amount of bills left over is exceedingly small.

After careful consideration of the needs for the current year, the Board has decided to ask for the following appropriations:

| | |
|---|---|
| For schools, | $18,000 |
| For schoolhouses, | 2,500 |
| For text-books and supplies, | 1,500 |
| For balance of furnishings for Stowe School, | 600 |

The report of our efficient superintendent will supply all further particulars in regard to the condition of our schools, and we commend it to your careful consideration.

For the Board,

Respectfully submitted,

J. NEWTON COLE, *Chairman.*

# REPORT

— OF —

# THE SUPERINTENDENT.

*To the School Committee of the Town of Andover:*

Ladies and Gentlemen,—I have the honor to submit for your consideration my Annual Report, for the year 1894; this being the Fifth Annual Report of the Superintendent of Schools of this town.

The statistical portion of the report refers to the school year ending in June, 1894, while the financial and professional part includes the period from January 1, 1894, to January 1, 1895.

The time to April 30, 1894, was all devoted to the supervision of the schools of Andover, but at that time arrangements were made for the equal division of the time between Andover and Danvers. Since that date, a strict account of the time has been kept. Mondays, Tuesdays and half of the Wednesdays are devoted to Danvers, while Thursdays. Fridays and half of the Wednesdays are given to Andover. Saturdays are used for both towns, in the attendance upon educational meetings in Boston, and elsewhere, and the reading of pedagogical books and journals.

School matters have moved along very smoothly under the new regime. The average observer has failed to notice much difference in the conduct of the schools. It should, however, be noted that the average observer knows very little about the work of a school superintendent. He thinks that the minister, the lawyer, the doctor, and the school superintend-

ent have little to do but sit in their offices, speak in public once a week, and make a few professional visits. The schools have been visited half as often, about half as many teachers' meetings have been held, and much of the care of buildings and janitors has been done by members of the Committee. It is easy to understand that the Superintendent has not been able to keep in so close touch with the work of the schools. It has been simply impossible to do much new work.

Those who are conversant with our schools know that great changes have been made within the past two years, in the methods of teaching reading, spelling, language, grammar and geography. These changes have been so great that it will require some years for their complete introduction throughout the grades. Teachers feel that they are travelling in new, untried paths. At many points they are uncertain which path to pursue, and how far to go. As the pupils from the lower grades come up with a broader preparation, the teachers of the higher grades must continually re-adjust their work. This is a transition stage in school methods. On this account the teachers feel more than usual the desire for direction, suggestion, sympathy and encouragement.

The spirit of the new education is to some extent pervading all of our school work, but we must confess that in many respects we are still far behind the best schools of the state. All of the other subjects should be discussed carefully; methods should be modified, and the course of study re-adjusted. Such changes can not be made hastily. Time must be taken for lectures, reading, discussion and class exercises. But this is not all, for new subjects are knocking for admission to our Grammar Schools. Manual training is no longer an experiment. Algebra and Geometry have proven their right to consideration, and many claim that the elements of Latin should be taught there.

Here then is a mass of work demanding immediate attention, if the public schools of Andover are to be abreast of the times. In my opinion, it would have been better for the

town to have retained the services of a Superintendent for full time until the schools were fully modernized. I see no reason why the Andover schools should not be as good as the best. It is true that the same result may eventually be attained if the same plan is continued, and the more conservative portion of the community will commend this as the wiser course. The matter has been settled by the voice of the people for the present. We may doubt the wisdom of this decision but we can not question their right to decide. It is our part to accept cheerfully the conditions afforded us, and move forward as rapidly as the present limitations admit.

## ARITHMETIC.

Beginning with September the main subject under discussion at our teachers' meetings has been Number. At successive meetings the following topics have been presented :

1. What is number ?
2. Why study number ?
3. What study in number and how decide ?
4. Criticisms on some present methods of teaching number.
5. How to study number.
6. An outline for number study.

The "How to study number" will demand the remainder of the school year for its proper consideration.

The general subject of number has been presented at different monthly meetings by State Agents Prince and Walton and by Supt. Knowlton.

The purpose in the teaching of any subject should be twofold, viz.: 1. To develop thought power; 2. To furnish such knowledge and training as will be needed in every-day life. This is as true in the case of the subject under discussion as of any other.

Having agreed to this proposition we may be guided by it in criticising present and adopting future matter and methods. It is generally agreed that in the teaching of Arithmetic undue attention has been given to the mechanical juggling with figures, too little to mental development. It is also

conceded that the subject is not so fruitful in possibilities for mental development as many others, and has received more than its due proportion of attention in our schools. The fact that it has received so much attention and that the mechanical aspect has been so well presented is doubtless due to the demand from parents that their children be able to cipher. Every man and woman feels the need of this acquisition. The ability to think logically and express accurately is not in so great popular demand.

In considering the subject the following criticisms on methods as found in many schools occur to me:

1. The work is not sufficiently objective.
2. Pupils work with figures before knowing the numbers which they represent.
3. Lack of careful gradation from the known to the related unknown.
4. Lack of sufficient drill on combinations of numbers below 10.
5. Insufficient drill upon facts represented in the multiplication tables to $10 \times 10$.
6. Counting to ascertain a number.
7. Illogical order in work.
8. Not enough practical problems and illustrations.
9. Not enough quick mental drill.
10. Too much *ciphering* for the answer and too little thought development.
11. Working from a rule instead of developing it.
12. Aimlessness in work of teacher.
13. Lack of pluck and independence on the part of pupils.
14. Too many needless things taught.
15. Not enough drill on special, necessary things.
16. Not enough care in demanding clear, concise explanations of processes.

To sum it all up, more and better work must be done in less time. To show the drift of current opinion allow me to call your attention to the following quotation from the now famous Report of the Committee of Ten.

"The Conference was, from the beginning of its deliberations, unanimously of the opinion that a radical change in the teaching of Arithmetic was necessary. Referring to the special report on that subject for a statement of the reasons on which its conclusion is based, the conference recommends that the course in Arithmetic be at the same time abridged and enriched; abridged by omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline, and enriched by a greater number of exercises in simple calculation and in the solution of concrete problems.

Among the subjects which should be curtailed, or entirely omitted, are compound proportion, cube root, abstract mensuration, obsolete denominate quantities, and the greater part of commercial arithmetic. Percentage should be rigidly reduced to the needs of actual life. In such subjects as profit and loss, bank discount, and simple and compound interest examples not easily made intelligible to the pupil should be omitted. Such complications as result from fractional periods of time in compound interest are useless and undesirable. The metric system should be taught in applications to actual measurements to be executed by the pupil himself; the measures and weights being actually shown to and handled by the pupil. This system finds its proper application in the course which the Conference recommends in concrete geometry.

The method of teaching should be throughout objective, and such as to call into exercise the pupil's mental activity. The text-books should be subordinate to the living teacher. The illustrations and problems should, as far as possible, be drawn from familiar objects, and the scholar himself should be encouraged to devise as many as he can. So far as possible, rules should be derived inductively, instead of being stated dogmatically. On this system the rules will come at the end, rather than at the beginning, of a subject.

The Conference at the same time insists upon the importance of practice in quick and accurate reckoning. The

scholar should be thoroughly trained in performing correctly and rapidly the four fundamental operations with integers, vulgar fractions, and decimals.

The course in Arithmetic thus mapped out should begin about the age of six years and be completed at the end of the Grammar School course, say about the thirteenth year of age."

## THE KINDERGARTEN.

Among the many good works which have, during the past year, grown up under the fostering care of the Andover Organized Charities, none will probably be of more lasting benefit than the Free Kindergarten. It is quite doubtful whether this would have been a possibility, but for the warm personal interest and personal contributions of members of the School Committee, and your official action in granting the use of a room in the Abbott Village School House.

The school was started as an experiment for six weeks, but it was so successful, so many became interested and even enthusiastic, and money for its support came in so freely, that it was continued until Thanksgiving time. Children between the ages of three and five were received from Abbott and Marland Villages. Twenty-five were registered, and the average attendance for the ten weeks was above twenty.

The interest in this movement may be inferred from the fact that there were one hundred and eighty eight visitors during the ten weeks and that the one hundred and thirty-two dollars ($132 00) required for its support was contributed by twenty-three people. This interest is so manifest that it is generally expected that an attempt will be made to re-open the Kindergarten during the spring and continue it for a longer period than last year. I believe that the School Committee have but to meet this society half way, as was done last year, to ensure a great good to that part of our town. And I feel sure that if the Committee again provide

the room, this time properly equipped for work, the results will more than justify the outlay.

And now a word in regard to the future.

## SUB-PRIMARY SCHOOLS.

The above leads to the discussion of a subject which I have for some time desired to bring to your attention. It is now presented for the consideration and discussion of the Committee and citizens of Andover. It would not, in my opinion, be wise to undertake so great a change hastily, but I trust that the plan outlined may so commend itself that something may be done toward its adoption within one or two years.

Modern psychology and the Kindergarten have wrought great changes in the Primary Schools. We have come to consider carefully the condition of the minds of the little ones as they first come to school, to watch with interest the wonderful transformation wrought by the work of the real Kindergarten. We notice that as children come into our Primary Schools, at five years of age, they have each a store of ideas gained at home. These ideas are as varied as are the homes where they have been gained, the people and things from which they have gained them. Some are true, many are false, and more still are incomplete, unreliable and unclassified. On the physical side, they are awkward, restless, and full of activity. On the moral side, they are selfish and often lacking in obedience, promptness and respect for the rights of others What these children need first of all, is just such a course of training as is given in a first-class Kindergarten. They need to have their minds stored with true fundamental ideas of form, size, color, and of ethics and religion; to have training in seeing and doing, and to be given scope for the practice of all of those little acts which mark the development af a tender conscience, an honest purpose, and a habit of right doing.

As at present constituted, our Primary Schools give the children very few new ideas. Their main business is to

learn to read, spell and write the thoughts of others. Some ideas of form and number, and a few ethical ideas, such as those of obedience, promptness, and attention, are new to many of the children, but the most of the really new ideas are still gained at home and on the street, without the encouragement and direction of a teacher. The reading and writing do not satisfy an immediate need of the child, are merely mechanical and seem to me to be usurping the time and attention which should, at this stage, be devoted to such training as has been indicated.

The plan to which I would invite your attention is, briefly stated, as follows:

Admit children into our schools at the age of four and one-half years. Give them Kindergarten work for one, or one and a half years, the length of time depending upon the mental development and home training of the child. Such a change could, I believe, be made in our present school system with a very small expenditure of money. With such a beginning, our course would not need to be lengthened, but pupils would graduate from our Grammar Schools with greatly improved equipment, both in thought power and expression.

In this connection, allow me to quote from two of the recognized leaders of the educational thought of New England. Superintendent S. T. Dutton, of Brookline, Mass., in his report for 1892, wrote as follows:

"If it is fitting that a modern school system should consider the physical and moral well-being of the child, it is also important that the curriculum, in its early stages, should be adapted to the wants of childhood, that it should be broad, free and elastic, giving a large place to bodily and sense activity. Such a system is found in the Kindergarten. It is the broadest and wisest conception of infant training ever invented, and is determined to become a chief corner-stone in the education of the future."

In the report of Superintendent T. M. Balliet, of Springfield, Mass., for 1888, I find the following:

"The purpose of education is not simply to give the child intellectual training, to teach him the proverbial three R's. Its purpose is to reach his heart and character, as well as his mind. Honesty, truthfulness, purity of mind and heart, a high sense of honor, a tender conscience,— these must be placed by the teacher, as they are by the mother, above even such 'necessaries of life' as reading, writing and arithmetic. Now, the deepest and most lasting impressions are made upon the rapidly growing brain of early childhood. It is a purely arbitrary decree of statute law that a child's school education must begin when he is five years old. If the public schools are to do the most effective work as a social power, they must not be indifferent to that most plastic period of the child's life which precedes the legal age for admission into school. I would, therefore, respectfully recommend to your committee the establishment of what may be called Sub-Primary Schools, or Kindergartens, in connection with our public schools, in which children below the age of five years may receive such training as will tend to develop in them, as early as possible, the germs of character, and at the same time lead to an all-sided intellectual growth that will tell on all their subsequent school life and education. The work of the school, if it is to produce its best results, must be supplemented by the work of the Kindergarten."

## EVENING SCHOOLS.

The Andover Society of Organized Charities has also organized and conducted an evening school, consisting of eighty-eight members. I believe that everyone concerned was surprised to find the demand so great for such a school in town. In most cities and towns it is customary for the school committees to hold themselves responsible for satisfying such demands. It is, perhaps, questionable whether with the funds at our command such efficient instruction could be afforded as is now being provided in this school. It would, however, seem but fair and proper that such official action be taken as

will assure this Society of our feeling of responsibility and willingness to co-operate to the extent of our ability in this matter

## HOLT SCHOOL.

On visiting this school recently I found the following conditions: There were six pupils, — five grades, — about twenty classes. Two of these pupils live about midway between this and the Centre schoolhouse, where they attended school during the fall term. Thus it will be seen that this school is being kept open for the benefit of four pupils. The cost per pupil for a year, at the present rate, would be over one hundred dollars. The average cost per pupil in town is about sixteen dollars per year.

Last year this matter was presented for the consideration of the voters of the town, and they were asked to vote a sum sufficient to transport these children to the Scotland, or Village school. At that time, so far as could be ascertained, no person in that district was opposed to the plan, and at present I believe that all who have children in school are willing to have it tried. It would seem that if the matter were thoroughly understood, the town would not hesitate to authorize the School committee to do what seems to them for the best interests of the children, and fair to all concerned.

In this connection some quotations from the account of the consolidation of the schools of Concord, Mass., may be of interest:

"The apprehensions of the owners of real estate that a depreciation of values would result if the local schools were closed have proven to be groundless. The natural reluctance of parents to send their young children so far from home and for all day, to attend the Center School has vanished. The children are conveyed in comfortable vehicles fitted up for their accommodation. They are in charge of trusty drivers *en route*, and at noon they are under the especial care of one of the teachers, who has an extra compensation for the

service. When it is practicable, a farmer living near the extreme end of the district is employed to convey the children. Often the farmer's wife drives the conveyance, — an arrangement that meets the entire approval of the School Committee, and is, perhaps, the most satisfactory one possible. As a rule, the committee do not approve of entrusting the duty to the hired man. Three two-horse barges and two one-horse wagons are in use at present. All these vehicles are fitted with seats running lengthwise, and are closed or open at sides and ends as the weather requires, and in cold weather are provided with blankets and straw. The driver starts from or near the remote end of his district and drives down the principal thoroughfare, taking up the children at their own doors or at cross-street corners.

"The attendance of the children conveyed is several per cent. better than that of the village children, and it is far higher than it was in the old district schools. This is not strange when one reflects that the children are taken at or near their own doors and conveyed to school without exposure in stormy weather, and with entire comfort in cold or snowy weather. Discipline in the carriages is maintained readily, as the driver has authority to put out any unruly child. The children are conveyed from one and one-half to three and one-half miles. The number of teachers in the Center schools is not increased by the consolidation, as the eighty to one hundred children from the districts are distributed quite uniformly among the various rooms.

"Whatever advantages a system of carefully graded schools, occupying a well-ventilated and well-cared-for schoolhouse, taught by a body of intelligent and earnest teachers co-operating to secure the best discipline within and without the school-room, has over a mixed country school, such advantages are shared alike by all the inhabitants of this town. All alike are interested in all real progress in methods of discipline and instruction, and in improved appliances to aid instruction. Superintendence becomes more efficient. The introduction of new subjects of study and of drawing, music,

gymnastics, manual training, is made easy, since all the pupils of the town are found in three schoolhouses. Appliances of all kinds and books of reference can be provided more extensively and at less cost. In short, every scheme to make the teaching more efficient or broader, can be carried into effect far more readily.

"The history of this movement in Concord conclusively shows that the success of the plan here was due to its intrinsic merit, acting upon the minds of an enlightened people desirous of furthering the true educational interests of their children."

## SCHOOLHOUSES.

The town of Andover may well be proud of the number and condition of its public school buildings. There are six brick structures, five of which are well ventilated and heated.

Three of these,— the Stowe, Abbott Village, and Ballard Vale, — are practically new buildings. The South Centre primary building has this year been completely renovated and furnished with first-class heating and ventilating appliances. The High School building is also furnished with modern conveniences. Considering the size of the school, two rooms of the Frye Village building are in fair condition. The third, or middle room, is not well lighted nor properly ventilated. This building needs shingling, as does also the Scotland schoolhouse. Paint is needed on the West Centre schoolhouse.

It is, I believe, quite generally understood that the people of the North District and vicinity feel that they should have a new schoolhouse. There are now seventeen pupils in the school. It is probable that as the city of Lawrence increases in size, people will build in this vicinity, and the demand for a school will be a growing one. It would seem wise to erect a simple but modern structure of sufficient size to provide for the exigencies of the near future.

## CONCLUSION.

The great changes which are being made in the subject matter, and the methods of presenting the same are in accord with the demands of the times. The modern schools are expected to prepare for modern life. The only way to prepare for life is *to live*. And the modern school must be a school full of life. A live teacher must direct the natural activities of live children. The school life must be broadened to prepare the child for modern life.

Theologians and philosophers agree that the business of life is *self-realization* — the fullest development of one's highest possibilities. Man reaches his fullest development only in doing. He comes to this doing by thinking, feeling, and willing. Behind the willing, are always the thinking and feeling. These two are well bound together, and depend upon the experiences of ourselves and others. We are able to understand the experiences of others only through our own, so that all education really must have for its basis *personal experience*. Personal experiences are with things and with persons. The first years of a child's life are spent in gaining experiences from many things and a few persons. The old school too often disregarded all this and substituted the experience and thoughts of the teacher for those of the children, imposing on young lives the thoughts and feelings of maturity. The new school makes much of the former experiences of the children, builds upon them, and strives to have them continue in a natural way.

The most helpful methods in education, thus far developed, have been patterned after the methods used by Dame Nature in her training of young children. And so the new school continues the child's experiences with *things* as a basis for all future study of nature, and with *persons* as a basis for the study of the humanities.

Besides these two lines of study, we have to deal with studies of expression, viz.: Reading, writing, spelling, language, grammar, rhetoric, oratory, drawing, modelling, paint-

ing; but these again are only needed to express ideas gained from experience, and their study is not only more interesting, but more rapid and effective when based on the child's own experience. As the child is the embryo man, so the world of the child is the embryo world of the man. With proper care, every subject, whether scientific or humanistic, which needs to be studied, may have had its elemental ideas presented to the child experimentally. This is at least the theory on which we are working with full faith in the possibility of its accomplishment.

Allow me to express my sincere thanks to the School Committee for kind consideration and support, and to the teachers for loyal, sympathetic work.

Respectfully submitted,

W. A. BALDWIN,

*Superintendent of Public Schools.*

## FINANCIAL STATEMENT.

| | | |
|---|---|---|
| Appropriated, March, 1894: | | |
| For schools, | $17,000 00 | |
| For school-houses, | 3,000 00 | |
| For text-books and supplies, | 1,800 00 | |
| | | $21,800 00 |
| Expenditure to Jan. 1, 1895: | | |
| For schools, | $17,000 00 | |
| For school-houses, | 2,999 60 | |
| For text books and supplies, | 1,798 14 | |
| | | $21,797 74 |
| Balance, | | $2 26 |
| Estimated for 1895: | | |
| For schools, | $18,000 00 | |
| For school-houses, | 3,100 00 | |
| or text-books and supplies, | 1,500 00 | |
| | | $22,600 00 |

# APPENDIX.

# COURSE OF OBSERVATION LESSONS

IN

# BOTANY.

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This Course in Botany involves an examination of about ninety plants of our local flora, leading up, in the ninth grade, to a little work in plant analysis (though this is simply incidental, rather than intrinsically important), and requiring before it is completed the use of a good microscope.

The observation work outlined below is to be supplemented by a reading course, consisting of Seaside and Wayside Series, No. 3, Part 1; Normal Course in Reading, Nos. 3 and 4 (such portions as treat of plant life); Reader in Botany by Miss Newell; and Little Flower People by Miss Hale. Keep a record in each grade of:

1. Month and day on which specimen was brought in.
2. Where found — whether in places wet or dry, high (hillsides) or low, rocky or free from rocks; with evergreen trees or others (deciduous); on land or in water. Exact location determined by name of owner of land, or anything else that will be definite enough.

## FIRST YEAR.

### SPRING TERM.

Crowfoot family:

1. Hepatica, old leaves with flowers, new leaves. Growing specimen in school-room.
2. Anemone (Nemorosa).
3. Buttercup.
4. Marsh Marigold.
5. Wild Columbine.

Have specimens of all these growing in the schoolroom. Before beginning the study of these plants it would be well to show the pupils some typical flower, either wild or cultivated, containing all the parts.

Teach with every specimen in this grade the following parts of the plant, so far as they are found: Root, stem, branch, leaf, flower, sepal, petal, stamen, pistil. Call attention to the color of parts. Count the petals, sepals, etc. Point out family resemblances. The plants for this grade all belong to the same family. It will please the children to know

that plants, as well as people, have families. Press good specimens of each (entire plant), and review occasionally, during the rest of the year, from the pressed specimens. Have the pressed specimens show fruit as well as flower, and let the specimen be large enough to be seen by the entire school at once. If the amount of work assigned for Spring term is not enough, do some of the work on leaves outlined below for Fall Term.

FALL TERM.

- Leaves
  - Parts
    - Blade
    - Petiole
    - Stipule
  - Framework
    - Veinlets
    - Veins
    - Ribs
    - Midrib
  - Parts of Grass-leaf
    - Blade
    - Sheath
    - Ligule
  - Venation
    - Net-veined
    - Parallel-veined
  - Margin
    - Entire
    - Serrate

Press specimens of leaves, and review from pressed specimens during the winter. Use Miss Youman's First Book in Botany. Consult Little Flower People.

## SECOND YEAR.

SPRING TERM.

Review, from fresh specimens, the entire work of the first year.

1. Meadow Rue.
2. Common Barberry. Have the children notice the irritability of the stamens and sensitiveness of the flower.
3. May Apple.
4. Pond Lily (Nymphaea Odorata).
5. Pitcher Plant.

Anther, stigma, style, ovary, pollen.

The children will undoubtedly bring in specimens not mentioned, and want to know what they are. Tell them, and encourage them in every way whenever they do extra work of their own accord. Teach nothing without the specimen. Omit, rather. Keep up the work through the rest of the year, as in first grade, from pressed specimens.

FALL TERM.

- Leaves
  - Margin
    - Serrate
      - Coarsely serrate
      - Finely serrate
    - Lobed
    - Entire
  - Base
    - Heart-shaped
    - Kidney-shaped
    - Clasping
  - Apex
    - Acute
    - Obtuse

Use Miss Youman's First Book.

## THIRD YEAR.

SPRING TERM.

Review the work of the first two years.

1. Lady's Slipper.
2. Blue-eyed Grass.
3. Blue Flag.
4. Three-leaved Nightshade.
5. Solomon's Seal.

- Exogenous plants
  - Stems (bark, wood, pith).
  - Number of parts of flower (fives or fours).
  - Veining of leaves (netted veined).
- Endogenous plants
  - Stems (no division with bark, wood and pith).
  - Number of parts of flower (usually in threes).
  - Veining of leaves (parallel veined).

Flower; review all terms previously learned, add calyx and corolla.

FALL TERM.

- Leaves
  - Petiole
    - Round
    - Roundish
    - Half-round
    - Long
    - Short
    - Limber
    - Stiff
  - Surface
    - Hairy, glabrous
    - Smooth, rough
    - Shiny, dull
  - Color
    - Light green, dark green
    - Upper surface one color, under another
    - Spotted, striped, brownish, reddish
  - Leaf con.
    - Simple
    - Compound

Miss Youman's First Book, p. 46.

Use only such of these terms as are needed in describing the specimens brought in by the pupils. See the specimen first. Have growing specimens of the new plants indicated for your own grade.

## FOURTH YEAR.

### SPRING TERM.

1. Sweet White Violet.
2. Common Blue Violet.
3. Bird Foot Violet.
4. Yellow Violet.
5. Early Saxifrage.
6. Silvery Cinquefoil.
7. Boxberry (Mitchella repens).
8. Skunk Cabbage.
9. Indian Turnip, some with green spathes and some with variegated.

- Flowers
  - Solitary | Peduncle { Terminal, Axillary }
  - Clustered | Peduncle | Pedicel { Terminal, Axillary }
  - Attitude { Erect, Nodding, Pendulous }

Scape, corm, spadix, spathe.

Miss Youman's First Book, pp. 76–90.

### FALL TERM.

- Compound Leaves
  - Parts { Leaflet, Rachis, Petiolule, Petiole, Stipule }
  - Kinds
    - Pinnate { Abruptly, Unequally, Twice, Thrice }
    - Digitate { Three-fingered, Five-fingered, Seven-fingered }

Miss Youman's First Book, pp. 49–56.

- Shapes of Leaves { Broadest in middle, Broadest at base, Broadest at apex }

## FIFTH YEAR.

### SPRING TERM.

1. Bean (Nature Readers No. 3)
2. Yellow Wood Sorrel
3. Cranesbill
4. Comandra
5. Checkerberry
6. Bluets
7. Sheep's Laurel
8. Common Chickweed
9. Dog's-tooth Violet
10. Common Elder

- Varieties of Inflorescence
  - Head
  - Spike
  - Spadix
  - Cyme
  - Raceme
  - Umbel
- Flower
  - Pistil
    - Stigma
    - Style
    - Ovary | Carpel
  - Stamen
    - Anther
    - Filament
    - Pollen
  - Perianth
    - Corolla | Petal
    - Calyx | Sepal
  - Receptacle

Miss Youman's First Book, pp, 90–106.

### FALL TERM.

- Roots
  - Tap Root
    - Conical
    - Spindle-shaped (fusiform)
    - Turnip-shaped (napiform)
  - Fibrous Roots
  - Underground Stems that might be mistaken for roots
    - Tubers
    - Bulbs
    - Corms
    - Rhizoma

Supplementary reading, Seaside and Wayside, No. 3, Part 1.

Begin here to draw representations of the simpler plants, and continue through the course. Use the material for composition work and spelling lessons.

## SIXTH YEAR.

### SPRING TERM.

1. Pea
2. Painted Cup
3. Avens
4. Arethusa
5. Fringed Polygala
6. Mountain Laurel
7. Mayflower (Arbutus)
8. Strawberry (wild)
9. Blackberry { high / low
10. Raspberry { red / black (thimbleberry)
11. Cranberry
12. Blueberry { high / low
13. Whortleberry
14. Bloodroot

The Seed, Miss Youman's First Book, Chap. VI.

### FALL TERM.

Fringed Gentian (Bryant's Poem).

Leaves { Stem leaves / Radical leaves / Arrangement on stem { Alternate / Opposite / Whorled } / Sessile / Stipulate / Petiolate / Ex-stipulate }

Stem Shapes { Rounded / Compressed / Half-round / Fluted / Acute-angled / Triangular / Square / Five-sided / Four-angled }

## SEVENTH YEAR.

Compositae:

1. Dandelion
2. Daisy
3. Thistle
4. Marigold
5. Aster
6. Burdock
7. Mayweed
8. Bachelor's Button
9. Boneset
10. Golden-rod
11. Everlasting
12. Wormwood
13. Tansy
14. Yarrow
15. Feverfew, etc., in their season
16. Lupine

Begin to require the scientific names of plants in this grade. Miss Youman's Second Book, Chap. VII. Add any new points for which there may be time on any of the parts of the plants not covered by this outline for example, *shapes* of corolla

Supplementary Reading: Normal Course in Reading; Fourth Reader.

## EIGHTH YEAR.

- Trees
  - Deciduous
    - Elm
    - Maple (soft, hard)
    - Ash
    - Linden
    - Hickory (shagbark, pignut)
    - Oak, Chestnut, Willow (Flowers imperfect)
    - Horse-chestnut
    - Locust
    - Buttonwood, etc., as time permits.
  - Evergreen
    - Pine (hard, soft), Spruce (Flowers with open (gymnospermous) pistil)
    - Cedar (white, red)
    - Hemlock
    - Larch, etc.

Supplementary Reading, A Reader in Botany, Newell; Little Flower People, Hale, first four chapters.

Teachers in this and preceding grade consult Outlines of Lessons in Botany, Newell — here especially Buds and Branches; Miss Youman's Second Book, Chap. XI.; Gray's Manual.

## NINTH YEAR.

- Ferns
  - Polypodium
  - Aspidium
  - Asplenium
  - Osmunda
  - Adiantum

Club-mosses, horse-tails, mosses, blights, mildews, fungi enough to open up the subject. Geographical distribution of plants. Uses of plants. Relation of plants to animals. Plant analysis. Ten plants. Read in this connection, Goodale's Concerning a Few Common Plants.

Supplementary reading: Little Flower People, Chaps. V. and VI.

Reference books for teachers of this grade: Outlines of Lessons in Botany, Newell; Miss Youman's Second Book; Primer of Botany, Knight; Gray's Manual and other works; Structural and Systematic Botany, Campbell; Guide to the Recognition of Principal Orders of Cryptograms Sargent.

# REPORT

ON

# DRAWING AND WRITING.

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*To the Superintendent of Schools, Mr. W. A. Baldwin*:

The following reports are cheerfully made:

## DRAWING.

During the year a steady improvement along the several lines in this work has been marked, especially in the truthful representation of objects studied by the pupils. Not visiting the schools as often as heretofore, it would have been impossible to accomplish this gain except for the faithful co-operation of the regular teacher, as it is only by her untiring zeal careless habits can be overcome.

The drawing is more interwoven with nature study, reading and history, instead of being *isolated*, as it has been in the past. More attention is being given to the work in color, and much interest is shown on the part of the pupils. Work with colored paper is begun in the lower grades, and in the upper grades, after studying the principles of color, is supplemented by an application in water colors. Sketching from nature and objects, and in the ninth grade, also from copy is encouraged. An increased interest in the work in home sketching is noticeable, the idea being to apply the principles taught in the school-room.

In connection with the study of Egyptian, Grecian, Roman, Saracenic, and Byzantine styles of ornament, the pupils learn somewhat of the history of the people, their character, and some of the famous buildings of each style of architecture, thus making the study of real interest.

Educators believe that a systematic and loving study of nature and the fine arts will best develop in the child a rev-

erence for the life of the Creator, manifest in and through His creatures. Nature study, as now encouraged in the schools, teaches the child to *learn* truths, to *see* clearly, and by the use of crayon and pencil to show what he sees, and in the drawing lesson he learns how he can best do this ; but there is another side. The child should have *beautiful* pictures *always.* There should never be in the school-room a poor picture. "When reproductions of the beautiful temples paintings and statues are so easily obtained and are so inexpensive, it is an offense against the child, it is cruel, that he should not drink in this beauty until it becomes a part of himself." In this way, with the aid of the teacher the child will know why the work of art is so beautiful, his taste will be cultivated, and he will become able to judge for himself. It is hoped that something in this line may be done to make our school-rooms more beautiful, and to this end any help will be gratefully accepted.

The teachers of the ungraded schools are met once a month for the purpose of instruction and help in the methods of teaching the subjects as laid out in the plan of work. Copies of suggestions regarding the work, also the subjects of each week's work, have been placed in the hands of each teacher. The work for the first and second years has been laid out for each day, making it more definite. On every Wednesday afternoon, from 4.30 to 5.30, the teachers have the privilege of getting individual help as needed.

No one questions now the ability of all to learn to read and write, while many still think drawing is a special gift of a partial Providence. Then it is strange we spend so much time in teaching reading and penmanship, so often with meager results. Someone says, "He who reads intelligently has all knowledge in his power, and the eye trained to see and the hand to record can make the fleeting fancy or vision of beauty a 'joy forever' ; while history reveals her secrets hidden to the untrained eye, to him who knows how to read her works carved in stone, and Nature herself discloses a thousand beauties unnoticed by those untrained in *form* and

*color*, while science unlocks her stores of carefully guarded beauties to him who reverently seeks through her many types the universal type."

## PENMANSHIP.

I regret that the results in this line of work are not as even as desired. While in the larger portion of the schools a marked improvement, both in movement and form, are noted, still there are some where the application of the movement is not encouraging

Legibility and rapidity are the essentials in business writing. As a *means* to the acquirement of these requisites simplicity of form and ease of *movement* are indispensable. Unless we write easily, we cannot write rapidly for any considerable length of time without becoming wearied. It is by *repetition* that successful movement is obtained, and it is by *careful repetition* and *vigorous practice* of the forms, with easy movements, that good penmanship will result.

New movements have been added to those of last year, and more practice in the perception and execution of single letters, letters combined in words, in sentences and poems, and in the ninth grade application to business forms is done. By continuing these lines of work it is hoped the end of the year will show great gain in the penmanship of the schools.

If friends of education, and especially parents, could realize the help and encouragement derived and the amount of interest stimulated, I am sure they would visit the schools and observe the work in its many exacting details more frequently.

In conclusion I would express my grateful acknowledgment for all kindnesses rendered, and for all faithful co-operation of the regular teachers.

Respectfully submitted,

EMILE B. STEFAN,

*Supervisor of Drawing and Penmanship.*

Boston, Mass., February 1, 1895.

# TIME TABLE.

## DRAWING.

### THURSDAY.

STOWE SCHOOL.

| | | | |
|---|---|---|---|
| 9.15–10.00 | Miss Wilbur | 10.50–11.25 | Miss Putnam |
| 10.00–10.25 | Miss Chase | 11.25–11.55 | Miss Meldrum |

BALLARD VALE.

| | | | |
|---|---|---|---|
| 1.35– 1.50 | Miss Abbott | 2.20– 2 40 | Miss Meldrum |
| 1.50– 2.05 | Miss Copeland | 2.40– 3.00 | Miss Dean |
| 2.05– 2.20 | Miss Brown | 3.00– 3.25 | Miss Molther |

### FRIDAY (mornings alternating).

FRYE VILLAGE.

| | | | |
|---|---|---|---|
| 9.10– 9.30 | Miss Battles | 10.00–10.40 | Miss Abbott |
| 9.30– 9.50 | Miss Battles | 11.05–11.35 | Miss Hayes |
| 9.50–10.00 | Examination work | 11.35–11.55 | Examination work |

ABBOTT VILLAGE.

| | | | |
|---|---|---|---|
| 9.15– 9.30 | Miss McLeod | 9.55–10.25 | Miss Birnie |
| 9.30– 9.45 | Miss McLeod | 10.50–11.25 | Miss Donovan |
| 9.45– 9.55 | Examination work | 11.25–11.55 | Miss Greene |

JOHN DOVE SCHOOL.

| | | | |
|---|---|---|---|
| 1.35– 1.50 | Miss Farnum | 2.20– 2.40 | Miss Roach |
| 1.50– 2.05 | Miss Abbott | 2.40– 3.05 | Miss Deane |
| 2.05– 2 20 | Miss Clemons | 3.05– 3.25 | Miss McLawlin |

The North, Abbott, Bailey, Osgood, Holt, Scotland, and West Centre schools are visited the second Thursday after each monthly meeting.

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## WRITING.

STOWE SCHOOL.

One half-hour every Wednesday morning, alternating with the different schools.

## WEDNESDAY (alternating afternoons).

### BALLARD VALE.

| | | | |
|---|---|---|---|
| 1.40–1.50 | Miss Abbott | 2.20–2.40 | Miss Meldrum |
| 1.50–2.00 | Miss Copeland | 2.40–3.00 | Miss Dean |
| 2.00–2.20 | Miss Brown | 3.00–3.25 | Miss Molther |

### FRYE VILLAGE.

| | | | |
|---|---|---|---|
| 1.35–1.45 | Miss Battles | 2.00–2.30 | Miss Hayes |
| 1.45–2.00 | Miss Battles | 2.30–3.00 | Miss Abbott |

### ABBOTT VILLAGE.

| | | | |
|---|---|---|---|
| 1.35–1.45 | Miss McLeod | 2.25–2.55 | Miss Donovan |
| 1.45–2.00 | Miss McLeod | 2.55–3.25 | Miss Greene |
| 2.00–2.25 | Miss Birnie | | |

### JOHN DOVE SCHOOL.

| | | | |
|---|---|---|---|
| 1.40–1.50 | Miss Farnum | 2.15–2.35 | Miss Roach |
| 1.50–2.00 | Miss Abbott | 2.35–3.00 | Miss Deane |
| 2.00–2.15 | Miss Clemons | 3.00–3.25 | Miss McLawlin |

# REPORT ON MUSIC.

*To the School Committee of the Town of Andover:*

LADIES AND GENTLEMEN: — It gives me pleasure to again report to you of the progress made in music in the public schools of Andover during the past year. I can safely say that at no time since I have been teacher in this branch of study have the pupils reached that degree of proficiency in reading music than they do at present. The loss of the Grammar School building by fire retarded for a time the progress that would have been made had not such an unfortunate thing happened. We could not very well arrange for the classification of the pupils in the Town Hall, so it was deemed advisable to unite the four classes that met there for study, because we thought better results would be realized with a larger number singing together than there would be with several classes in the same room having lessons at times which would interrupt the general work.

It was decided to use the Fourth Music Reader for all the classes, and the School Committee kindly supplied them with the above-named book.

With the hearty co-operation of the teachers and the willingness of the pupils to do their part, the work moved along smoothly and harmoniously.

## THE JOHN DOVE SCHOOL.

The work in this school is progressing favorably. We have an excellent force of teachers, who supplement the work of the special teacher, and succeed in making the study of music pleasant and enjoyable.

## FRYE VILLAGE SCHOOL.

We have had some difficulty in getting the desired results in the intermediate grade, owing to the inability of a few of the pupils to sing. This difficulty I am glad to say has been overcome somewhat. Still, there are a few in the upper

grade who do not sing. This prevents us from having well-balanced part singing, that would naturally follow if all could sing. The primary grade in this school always does well.

## ABBOTT VILLAGE SCHOOL.

It is a pleasure to teach music where we find such a willingness to learn as is manifested by the pupils of this school. From the primaries to the grammar grades, all are interested, and are doing satisfactory work.

## BALLARD VALE SCHOOL.

Although the work in some respects has not been as good as we could have hoped for, yet some improvement has been made, especially in the primary grades. In the upper grammar we have not been able to properly grade them in music. This has been owing to some of the pupils manifesting an unwillingness to sing. But we are glad to see that there is now prospects of better work being done in this grade. In the sixth and seventh grades the pupils are doing all that is required of them in this line of work.

## THE OUTLYING DISTRICT SCHOOLS.

We do not expect so much from ungraded schools where there are pupils whose ages range from five years to fifteen years. Yet there is much enthusiasm and interest shown in nearly all of them, that will compare favorably with any of the graded schools.

The National Music Course is the foundation of the study of music in all of the common schools of Andover. It embraces the First Series of Charts used in the John Dove primary grades, the Second Reader for the fifth grade, the Third Reader for the sixth and seventh grades, and the Fourth Reader for the upper grammar. The Whiting Public School Music Course, Books 1, 2, 3, and the First Series of Charts have been in use a little more than a year. Tilden's School Song Reader is used in three of the West District schools. It is a good book, well adapted for schools of mixed grades.

Respectfully submitted,

EDWARD BUTTERWORTH.

# SUGGESTIVE OUTLINES

## ON SUBJECTS

# WHICH ARE UNDERGOING MODIFICATION.

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## SUGGESTIVE OUTLINES IN LANGUAGE.

Oral and written language work should be cultivated from the first to the last day of school life. Nature studies and geography should furnish splendid opportunities for language work.

Strive to dovetail one kind of work into the other, and often have all the work of the day along the same line. A lesson on geography may furnish material for language, number, drawing, reading, spelling, and history.

### FIRST YEAR'S WORK IN LANGUAGE.

I. Language in connection with :

1. Reading, oral expression, and copying sentences from board or book. Examples, I see the cat. Do you see the cat?

2. Object Lesson. Example, The ball is round.

3. Action Lesson. Example, 1st Pupil rings the bell. 2d Pupil, says "John rang the bell."

4. Picture Lessons. Ex. I see two boys driving some cows.

5. Elliptical sentences filled in. Ex. John has a ———.

### SECOND YEAR.

I. Similar to first year, but more complex.

II. Also short oral and written stories in connection with reading, observation, and picture lessons.

III. Special drills on punctuation and capital letters.

THIRD YEAR.

I. Similar to second year.

II. Simple letters copied.

III. Copying maxims, proverbs, stanzas of poetry, written neatly on the board by the teacher.

IV. Frequent dictations as tests of pupil's ability to use punctuations and capital letters. Ex. "We have met the enemy," wrote Perry to Harrison, "and they are ours."

V. Simple letters written, outline and suggestions being furnished by the teacher.

VI. Simple quotations memorized by the pupils, and written on slate or paper. Ex. "Habit is a cable; we weave a thread of it every day, and at last we cannot break it."

VII. Original sentences written, containing the new words of the reading lesson. Ex. He waved the flag triumphantly.

VIII. Stories told or read by the teacher, then told many times by the pupils; then reproduced on slate or paper. Teacher use Hyde's First Book in English.

FOURTH YEAR.

I. Most of third year's work continued.

II. Story or description written by pupil by answering questions arranged by the teacher. Ex. What was this boy called? Why? What did he do? When? Where? Why? What was the result?

III. A part or whole of reading lessons reproduced by the pupil.

IV. Poetry changed to prose.

V. Pupils prepare original questions, the answers to which may be found in the lessons for the day (geography, arithmetic, physiology). Ex. Why is the western coast of the United States warmer than the eastern coast? Of what is bone composed?

VI. Pupils should be drilled over and over on correct forms of words and expressions commonly misused. Ex. He did the work (not done). He has his lesson (not has got).

VII. Drill on special meaning of words. Work with synonyms and word analysis. Teacher use Hyde's First Book.

FIFTH YEAR.

I. Most of fourth year's work continued.

II. Original letters written.

III. Description of know objects (oral and written).

IV. Narratives of personal experience.

V. Descriptions of journeys, real or imaginary, taken from personal experience, reading, history, or geography.

VI. Biographical sketches.

VII. Description of current events, as floods, storms, inventions, and the like. Teacher use Hyde's First Book.

SIXTH YEAR.

I. Work similar to fifth year's work continued.

II. Have much practical work, like writing advertisements, bills of goods, and notices.

III. Word analysis, use of words in sentences. Teacher use Hyde's Second Book, Metcalf's Language Exercises, and How to Speak and Write.

SEVENTH YEAR.

I. Work of fifth and sixth years continued.

II. Special drills to correct poor expressions of pupils.

III. Practice on correct forms of verbs which are often used incorrectly, as sit, set, sat, lie.

IV. Formal invitations and answers.

V. Work with the sentence; simple definition, kinds, and many examples.

VI. Simple work with a subject and predicate. Teacher use Metcalf, Hyde, and Knox.

EIGHTH YEAR.

I. Work of the previous year continued.

II. Very simple work with parts of speech. Have pupils name and classify parts of speech in their reading lesson.

III. Study of language and technical grammar, as indicated in Southworth and Goddard's Grammar, pages 1 to 125.

IV. Discussion of themes, with work on essay proper; simplicity of style cultivated by reading Addison, Irving, etc.

NINTH YEAR.

I. Give such language work as is necessary in connection with other work and to strengthen weak points.

II. Review the technical grammar given in previous years.

III. Teach the distinction of simple, compound and complex sentences.

IV. Teach thoroughly the distinction of adjective and adverbial modifiers.

V. Teach properties of the parts of speech.

1. Nouns.—(a) The distinction of common and proper collective, abstract, and verbal: (b) the gender forms; (c) the number forms: (d) the case form (only the possessive).

2. Pronouns.—(a) Personal, relative, interrogative, and adjective; (b) the person form, the three case forms, (nominative, possessive, and objective), the gender form, and the number form of the personal pronouns; (c) the possessive and objective case forms of the relative and interrogative pronouns.

3. Adjectives.—(a) Distinction of descriptive and limiting adjectives; (aa) limiting adjectives; the two articles; numeral adjectives; work of comparison.

4. Verbs.—(a) Distinction of transitive and intransitive; (b) the tense form for the present, past, and future tenses; (c) the distinction of mode, indicative, subjunctive, potential, and imperative (a clear understanding of the meaning of these and of the chief uses of mode should be aimed at: special difficulties should be avoided, and not a great deal of time should be devoted to the topic); (d) the distinction of infinitives and participles; (e) the

distinction of regular and irregular, and the formation of the principal parts; (f) the meaning of the present perfect, past perfect, and future perfect tenses (if the primary tenses have been thoroughly taught, comparatively little time need be spent upon the secondary tenses); conjugation.—have pupils construct from their knowledge of practical usage the conjugation of the verb *to be*, and of some regular and irregular verbs in the common form; (aa) omit entirely the conjugation of verbs in what are known as the "emphatic," the "negative," and the "progressive," forms (the mode in which these forms are constructed should be incidentally explained to the pupils); (ab) train pupil to give readily the principal parts of verbs, and lead them to understand clearly how the conjugation is formed from these parts. But little time should be spent in the formal memorizing of conjugations. (ac) In having the pupils construct conjugations from his own knowledge of the usage of the language, preferance should be given to such verbs as contain forms often used incorrectly, as see, do, lie, lay, fly, flee, flow, drawn, attack, etc.; (ad) the pupil should be made very familiar with what are commonly called "auxiliary verbs." Very thorough drill should be given in the proper use of *shall*, *will*, *should*, and *would*.

5. Adverbs.—(a) Adverbs of time, of place, of manner, and of degree; (b) the mode of comparison; (c) adverbial phrase.

6. Prepositions.—Prepositional phrases.

7. Conjunctions.—(a) Co-ordinating conjunctions; (b) subordinating conjunctions.

8. Interjections.—No distinction of classes need be taught.

9. Syntax.—Apply the principles and rules of syntax as outlined in the text-book.

## SUGGESTIVE OUTLINE IN READING AND SPELLING.

### FIRST YEAR—FIRST HALF.

Conversational lessons about familiar subjects, to gain the confidence of the children, and to cultivate language.

Black-board Work, — teacher writing statements made by children on the board, and children reading and copying the same on their slates.

Script Primer used to supplement the black-board work.

### FIRST YEAR—SECOND HALF.

First half of from five to ten, first readers.

In first year work follow the suggestions found in the teachers' edition of The Beginner's Reading Book.

### SECOND YEAR.

First readers completed, and several easy second readers taken.

Words used in original sentences.

Sentences copied from the board and from slips.

Dictations of well-known words.

### THIRD YEAR.

Second reader completed, and easy third reader begun as soon as words enough are mastered.

For suggestions as to the preparation of lessons at this stage, teachers are referred to "Suggestions to Teachers" in the Third Reader in Powell's Normal Course in Reading.

Spelling as in second year.

### FOURTH YEAR.

Third Reader completed.

Sight reading from geographical and other supplementary readers.

Use of dictionary commenced.

Common diacrital marks taught for the dictionary work.

Still keep a list of mispronounced and difficult words, having them often used in sentences.

FIFTH YEAR.

Fourth readers for regular work, with easier books for supplementary reading.

Work similar to that of fourth year.

Have more geographical, historical, biographical and natural history reading.

Lead the children to use the libraries at school. at home, and the public library.

Place on the board name, number, and author of books which are along the line of discussion, and encourage them to tell what they read.

Spell words from all subjects.

SIXTH YEAR.

Fourth and fifth readers.

Work similar to fourth and fifth year work.

Do careful preparatory work for all reading. Have much sight reading.

Work very thoroughly on two or three selections each term, spending several days with the class upon the preparation of each selection.

Notice simple figures of speech.

Spelling as before, supplemented by a good spelling-book.

SEVENTH YEAR.

Fifth reader, or a carefully selected classic of English literature, as "Hiawatha."

Work similar to previous years, but increasing in literary flavor.

EIGHTH YEAR.

Some good fifth reader, with the "Alhambra" and "Snow Bound," or some similar works.

Increased study of authors and their books. (See eighth year Language work.)

Continue the supplementary reading in connection with other subjects.

Continue work with lists of misspelled words and the use of the spelling-book.

### NINTH YEAR.

Continue the work along the same lines as in previous years.

Take complete narratives, poems, and biographies. Do not confine the work to one line too much. Have variety. Try to give the pupils tastes of some of the best specimens of the most prominent styles of literature.

Continue to use lists of commonly misspelled words and some good speller.

The work in reading and spelling should go hand in hand throughout the course, and should be connected with the work in every other subject.

### BOOKS USED.

Teachers' Books. — Teachers' edition of the Beginner's Reader; Parker's Talks on Teaching; White's Pedagogy; Sheldon's Manual; Swett's Methods.

Pupil's Books. — Lippincott's The Beginner's Reading Book and Second Reader; Putnam's Script Primer; Cyr's Primer and First Reader; Monroe's Readers; Franklin's Readers, New and Old Series; Sheldon's Third and Fourth Readers; Stickney's Readers; The Normal Course in Reading, Third and Alternate Third Readers; King's Geographical Readers, First, Second, and third; Nature Readers, I., II., and III.; Phillips' Geographical and Historical Readers; Woods' Natural History Readers; Dole's American Citizen; Irving's Alhambra: Andrews' Seven Little Sisters; Evangeline; Hiawatha; Snow Bound.

Many single books for teachers to read to pupils, as Little Flower People, Dunton's Young Folks' Library Series, and similar books.

## SUGGESTIVE OUTLINE FOR ARITHMETIC.

### FIRST YEAR.

Number Work. — 1-10 or 12.

Fractions. — $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$.

Compound numbers. — Apply combinations taught to most familiar weights and measures.

Business Arithmetic. — Use of pennies, two-cent pieces, nickels, and the dime.

### SECOND YEAR.

Number work. — (a) 10 to 20.
(b) 20 to 50.

Notation. — 1 to 50.

Fractions. — $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$.
$\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{9}$.
$\frac{1}{5}$, $\frac{1}{10}$, $\frac{1}{7}$.

Compound numbers. — Continue work of first year.

Business Arithmetic. — Extend work of first year.

### THIRD YEAR.

Number work. — (a) 50 to 100.
(b) 100 to 1,000.

Notation. — 50 to 1,000. Begin decimal notation.

Fractions. — $\frac{1}{12}$, $\frac{1}{20}$. Simple reductions.

Decimals. — Begin United States money.

Compound numbers. — As in previous years. Simple reductions.

Mensuration. — Give much practice in measuring lengths.

Business Arithmetic. — Buying and selling, making change, etc.

### FOURTH YEAR.

Number work. — 1,000 to 1,000,000.

Notation. — 1,000 to 1,000,000.

Continue decimal notation.

Fractions. — Addition, subtraction, multiplication and division (objective).

Begin figure work.

Compound numbers. — Extend previous work.

Mensuration. — As in third year.

Business Arithmetic. — Teach the rates of 50, 25, $33\frac{1}{3}$, $66\frac{2}{3}$, 75, and 100 per cent. Making of bills.

FIFTH YEAR.

Work similar to fourth year in all lines with number work, also divisors, multiples, cancellation.

Mensuration. — Simple work in finding areas of surfaces and contents of solids.

Business Arithmetic — Simple work in percentage. Simple examples in interest.

SIXTH YEAR.

Frequent practice in fundamental operations.

Notation and decimals completed.

Fractions. compound numbers, mensuration, and business Arithmetic continued.

SEVENTH YEAR.

Continue work of sixth year.

Mensuration. — Apply previous work to work of carpenters, masons, etc.

Percentage completed.

EIGHTH YEAR.

Review.

Ratio and proportion.

Square root.

Longitude and time.

Applications of percentage. — Commission and brokerage, taxes, insurance, Custom House business, stocks and bonds.

NINTH YEAR.

General review.

Partial payments.

Bonds.

[Book-keeping remainder of year.]

## OUTLINE IN GEOGRAPHY.

The accompanying outline in geography is intended to be temporarily suggestive. Have principles carefully developed with plenty of out-door work, experiments and illustrative pictures, drawings, and stories. Be sure that these and important facts are firmly fixed in the memory by repetition and drill. Use many pictures and have much reading for general impressions.

### FIRST YEAR.

Position or Place work—(objectively) expressed by on, above. under, below, before, behind, between, right, left. etc.

Direction—expressed by East, West, North, South, North-east. North-west, South-east. South-west (applied to objects out of doors).

Nature Observations—Observe sky, clouds, rain, snow, dew, fog, frost, and ice. (Name and recognize.) Observe direction, velocity, and temperature of winds. Observe position of the sun at morning, noon, and night.

Minerals—Find and name a few typical rocks and minerals of the immediate vicinity. Save specimens and use for very simple lessons in the winter term.

Plants—Study plants as directed in outlines in botany and drawing.

Animals—Observe animals in the field and in the school-room. During the fall term study a cricket, grasshopper, or spider; during the winter term take a domestic animal or a pet rabbit or squirrel; during the spring term notice the coming of the birds, the bursting of cocoons, and the development of frogs from the eggs.

Field Work—Take out-of-door expeditions and observe and name bodies of land and water as per Murdock.

General Talks—Have a few lessons on food, clothing, shelter, and modes of travel.

SECOND YEAR.

Nature Work—Similar to that outlined for First Year, making the work a little more complex, and associating the effect with the cause a little more.

Distance—Teach inch, foot, yard, rod, and mile, and apply to pencils, desks, and distance home.

NOTE.—Use great care in selecting the object or street with which to associate each unit of distance. Have the measurement accurate. Use this first concrete illustration as a basis of comparison in all future work. Remember that you should be furnishing the children with accurate measuring sticks for life.

Time—Teach day, hour, minute, second, and week.

THIRD YEAR.

Preparation for Map Study—Draw top of table, school-room, according to scale, school-yard, school district, and perhaps town.

Physical features of immediate vicinity; viz. hills, valleys, streams, capes, peninsulas, islands, springs, lakes, rivers (used as a basis for unseen mountains, oceans, continents, etc).

Plants—See outlines of botany and drawing. Emphasize work in germination.

Animals—Fall term, study a caterpillar in the field and in the school-room. Winter term, study a hen or pet crow. Spring term, study a butterfly or moth and a fish.

Minerals—Make a collection of the common minerals, rocks, and soils of the school district. Have a few simple lessons on mica, quartz, feldspar, and soil. Objects compared as to resemblances and differences (preparatory to future classification).

Season Teaching—Have weather bulletin throughout the year. See Frye 42.

FOURTH YEAR.

Review and strengthen work on physical features requiring

now ability to represent by oral and written description, by drawing and modelling, and to give good, clear-cut definitions.

Season teaching—Review and collect ideas previously gained preparatory to the study of the climate of other lands.

Minerals—Review the work already done and go on with the study of native minerals, rocks, and soils. Study the formation of soil from mineral, vegetable, and animal substances, by decomposition and mechanical processes. Observe the depth of the soil, the arrangement in layers, the location of rich soils, and the transportation and deposition of soil.

Plants—See outlines in botany and drawing. Emphasize the effect of soil and climate upon plants.

Plants and animals classified by resemblances, uses, habits (as animals are grass-eaters and flesh-eaters.)

Objects, classified as animal, vegetable, and mineral.

Animals—Study the bee or wasp, the ant and gypsy moth. Notice work of animals in soil-making and the relation of animals to plants.

Observation Lessons on Local Products—as vegetables, animals, and manufactured articles.

Occupations—as agriculture, lumbering, teaching, law, etc.

Local Commerce—Have talks on things sent out of the community and received into it, as apples, milk, manufactured articles, sugar, tea, rice, coffee (leading from the known to the related unknown.)

Means of Traffic and Travel—as railroads, electric cars. Places visited by pupils.

Home Pictures in different Zones and Continents—illustrating in a general way soil, climate, food, clothing, shelter habits, and personal appearance of people of typical parts of the globe. Always use the ideas gained in Andover as a basis for gaining ideas in unknown regions, comparing conditions as observed here, with conditions as described in the unseen lands.

Books—Use Brooks and Brook Basins ; Seven Little Sisters ; Stories of the Races.

FIFTH YEAR.

The main work of this year should be to gather up the facts studied here in the home work and to use this knowledge in the study of the continent of South America. Avoid detail. Make clear and strong the underlying priniciples which apply to all continents. Remember that this is to be used as the typical continent and the basis of comparison with all others.

Review—The work of the third and fourth years should be carefully reviewed, with special attention to the physical features, the soil and climate, the productions, the manufactories and the commerce of Andover.

The Earth as a Sphere—Give a few lessons using pasteboard globe with putty moulding showing the Great World Ridge.

NOTE.—For work on the Great World Ridge consult Frye.

Motions of the Earth—Give only such work on the motions of the earth as is necessary as a basis for the study of the climate of South America.

Physics—Effect of heat upon air and water. Study cause of winds, forms of water, and the relation of heat to its forms. Apply to the climate of Andover, and later to that of South America.

Continent—Study the continent of South America, being very careful to follow the order of dependence and to base the work on physical features, drainage, soil, climate, and productions upon the study of similar things here in Andover. Base the work upon currents of air and water, upon the season study, and upon the work in physics and mathematical geography recently done.

Minerals—Study continental structure as dependent upon geological formation, and consider the work of chemical and physical agencies in the formation and transportation of soil. Spend only a little time upon the mining of precious metals and of diamonds.

Plants—Spend considerable time upon the selvas, the llanos, and the pampas, and emphasize the relation of plants to soil

and climate. Study carefully two or three typical plants, as the caoutchouc, coffee and cinchona.

Animals—Study carefully two or three typical animals, as llama, alpaca, and sloth.

Books for Teachers—Frye; Parker; Murdock; Realm of Nature; Huxley's Physiography; Physical Geographies; and Chisholm's Commercial Geography.

SIXTH YEAR.

Review—Spend several weeks in reviewing South America. Make sure that the underlying principles for physical features, drainage, soil, climate, and productions are well understood and thoroughly fixed.

North America—Study North America with South America as a basis of comparison, noting resemblances and differences at every step.

Cultivate Inferences—North America will furnish new combinations of old ideas, or new conditions influenced by laws which have been studied. Give the conditions and encourage the pupils to infer results and give reasons for their inference.

Eurasia—Study Eurasia as a single continental mass comparing with North and South America.

Africa and Australia—Study Africa and Australia very briefly.

SEVENTH YEAR.

Review—Spend two weeks in reviewing South America, and from four to six in reviewing North America preparatory to a study of the United States.

United States—Study the United States as a whole, following the same order as in the study of a continent. Study productions by sections rather than by states.

Government—Study the people and government of the United States, and compare with other first-class nations.

Commerce—Spend considerable time upon the domestic and foreign commerce of the United States.

Currents of Air and Water—Review the work on currents of

air and water. Study cyclonic storms and their effect in the United States. Study ocean currents, especially the Gulf Stream, the Japan Current, and the Arctic Current.

Other Countries — Study very briefly Mexico and Brazil. Study countries of Europe with which the United States has the most intercourse.

EIGHTH YEAR.

Review United States—Give a short review of North America and the United States preparatory to a study of New England.

Massachusetts—Study Massachusetts as a part of the Atlantic Slope, then quite carefully as a political division.

Essex County—Study the county briefly.

European Countries—Continue the study of the principal countries of Europe. Study only a very few cities, and emphasize the main points of interest in connection with those studied.

Other countries—Study briefly China, Japan, Egypt, and Australia.

NINTH YEAR.

Unfinished work.

Review the physical features of the continents.

Review the principal production sections of the world.

Review the principal occupations of man.

Study the commerce of the globe.

Study the races of man.

Study the religions of the world.

Mathematical Geography—Review and continue.

General review.

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Reference Books in our Library:

Teachers' Books.—Child and Nature, Frye; How to Teach Geography, Parker; Methods and Aids in Geography, King; Chapters in White's Pedagogy, Swett's Methods, and Johonnot's Principles and Practice of Teaching; LeConte's Geology;

Huxley's Lay Sermons ; Physical Geographies ; Shaler's Story of our Continent; Brooks and Brook Basins ; Huxley's Physiography ; Realm of Nature, Mill ; Chisholm's Commercial Geography ; Longman's Geography for North America ; Comparative Geography, Ritter ; Geographical Studies, Ritter ; The Teaching of Geography, Geikie ; Elementary Lessons in Physical Geography, Geikie ; Earth and Man, Guyot ; Physical Geography, Guyot ; Physical Geography, Appleton ; Physical Geography, Maury.

Books for Pupils in School and Public Library :

Seven Little Sisters ; Seven Sisters prove their Sisterhood ; Little Lucy's Wonder Globe ; Stories Mother Nature told her Children ; King's Geographical Readers ; Johonnot's Geographical Reader ; Abbott's Rollo Books ; the Zigzag Books ; The Fairy Land of Science ; The Great Backbone Family ; Life and her Children ; Journeys in Brazil, Agassiz ; Wright's Nature Readers ; Wood's Natural History Readers ; Dunton's Young Folks' Library ; Robinson Crusoe ; Stories of the Gorilla Country ; Taylor's Views Afoot through Europe ; Tent Life in Siberia, Kennan ; Paul Bert's First Steps in Scientific Knowledge ; Madame How and Lady Why ; Hale's Family Flights ; Hans Brinker, Holland ; Little Flower People : The Geographical Reader and Primer ; Aunt Martha's Corner Cupboard ; Little People of Asia.

## LIST OF BOOKS IN THE ANDOVER TEACHERS' LIBRARY.

Compayeré's History of Education; Krüsi's Life and Works of Pestalozzi; Painter's History of Education; William's History of Education; Hailman's History of Education: Preyer's Development of the Intellect; Perez' First Three Years of School; two Putnam's Elementary Psychology; Baldwin's Psychology; Lindner's Empirical Psychology; Sully's Hand Book of Psychology; Bain's Education a Science; Baldwin's School Management; Compayeré's Lectures on Teaching; De Gamo's Essentials of Methods; Fitche's Lectures on Teaching; Hailman's Lectures on Teaching; Hailman's Primary Methods; Johonnot's Principles and Practice of Teaching; Prince's Course and Methods; Page on Teaching; three Parker's How to Teach Geography; Rousseau's Emile; Pestalozzi's Leonard and Gertrude; Rosenkranz' Philosophy of Education; two White's Pedagogy; Froebel's Education of Man; Clarke's Self Culture; Brook and Brook Basins, Frye; five Frye's Child and Natures; Leconte's Geology; Huxley's Lay Sermons; four Huxley's Physiography; King's Methods and Aids in Geography; Spencer's Education; Herbert's Psychology; Parker's Talks on Teaching; Harrison's Study of Child Nature; Wiltse's Kindergarten Stories and Morning Talks; Evolution of Dodd; Apperception by Ropes; Apperception by Lange; Ritter's Comparative Geography; Ritter's Geographical Studies; Geikie's Teaching of Geography; Geikie's Elementary Lessons in Physical Geography; Questions on Geikie's Elementary Lessons in Physical Geography; six About Pebbles; six Clapp's Observation Lessons in Common Minerals; Crosby's Common Minerals and Rocks; Chisholm's Geography for North America; Chisholm's Commercial Geography; Chisholm's Atlas of Commercial Geography; Mills' Realm of Nature; Shaler's Story of Our Continent.

# LIST OF TEACHERS.

Corrected Jan. 1, 1895.

## STOWE SCHOOL.

| GRADE. | NAME | SALARY. | P. O. ADDRESS. |
|---|---|---|---|
| IX | Susan M. Wilbur, Prin. | $600. | Andover, Mass. |
| VIII | Dollie M. Farnum, | 425. | Andover, Mass. |
| VII | Francis W. Meldrum, | 425. | Andover, Mass. |
| VI | Anna E. Chase, | 425. | Andover, Mass. |

## JOHN DOVE SCHOOL.

| | | | |
|---|---|---|---|
| V | Edith McLawlin, Prin. | $500. | Andover, Mass. |
| IV | Carrie B. Deane, | 425. | Andover, Mass. |
| III | Lucy A. Roach, | 425. | Andover, Mass. |
| II | Annie O. S. Clemons, | 425. | Andover, Mass. |
| I | Jennie S. Abbott, | 425. | Andover, Mass. |
| I | Laura F. Farnum, | 425. | Andover, Mass. |

## BALLARDVALE SCHOOL.

| | | | |
|---|---|---|---|
| VII, VIII, IX | Susan N. Molther, Prin. | $500. | Andover, Mass. |
| V, VI | Caroline A. Dean, | 425. | Andover, Mass. |
| IV, V | Susie Meldrum, | 400. | Andover, Mass. |
| II, III | Mary F. Browne, | 425. | Ballardvale, Mass. |
| I, II | Rubina S. Copeland, | 425. | Ballardvale, Mass. |
| I, | Florence I. Abbott, | 425. | Andover, Mass. |

## ABBOTT VILLAGE SCHOOL.

| | | | |
|---|---|---|---|
| V, VI | Margaret C. Donovan, Prin. | $475. | Andover, Mass. |
| VII, VIII | Jessie B. F. Greene, | 425. | Andover, Mass. |
| IV | Jennie Birnie, | 425. | Andover, Mass. |
| I, II | Maria D. McLeod, | 425. | Andover, Mass. |

| GRADE. | NAME. | SALARY. | RESIDENCE. |
|---|---|---|---|
| | **FRYE VILLAGE SCHOOL.** | | |
| VII, VIII, IX | Lilla A. Abbott, Prin. | $475. | Andover, Mass. |
| IV, V, VI | Faye D. Hayes, | 400. | Andover, Mass. |
| I, II, III | Helen W. Battles, | 425. | Andover, Mass. |
| | **WEST CENTRE SCHOOL.** | | |
| I to IX | Mary Munroe. | 400. | Andover, Mass. |
| | **SCOTLAND SCHOOL.** | | |
| I to IX | Ida G. Goldthwaite, | $360. | Andover, Mass. |
| | **HOLT SCHOOL.** | | |
| I to IX | Mabel Vinton, | $342. | Andover, Mass. |
| | **OSGOOD SCHOOL.** | | |
| I to IX | Lillian R. Edmonds, | $342. | Andover, Mass. |
| | **BAILEY SCHOOL.** | | |
| I to IX | Gertrude Holt, | $342. | Andover, Mass. |
| | **ABBOTT SCHOOL.** | | |
| I to IX | Annie M. Boutwell, | $342 | Andover, Mass. |
| | **NORTH SCHOOL.** | | |
| I to IX | Myra Burbeck, | $342 | So.Lawrence, Mass. |

**SPECIAL TEACHERS**

Drawing and Penmanship.—Emilie Stefan, $350. Andover.

Music.— Edward Butterworth, $400. North Andover Depot.

# STATISTICAL TABLE OF THE SCHOOLS,

## FOR THE SCHOOL YEAR ENDING JUNE 29, 1894.

| SCHOOL. | YEAR. | TEACHER. | Number Registered. | Average Membership | Average Attendance | Per cent. of Attendance |
|---|---|---|---|---|---|---|
| Stowe | IX | Susan M. Wilbur | 46 | 43 22 | 42.21 | 97.66 |
| | VIII | Dollie M. Farnum | 31 | 32.49 | 30.53 | 94. |
| | VII | Francis W. Meldrum | 30 | 31.43 | 27 33 | 86.95 |
| | VI | Anna E. Chase | 33 | 31.30 | 28.30 | 90.4 |
| John Dove | IV-V | Edith A. McLawlin | 48 | 45.68 | 42.42 | 92.8 |
| | III-IV | Carrie B. Deane | 43 | 41 39 | 38.70 | 93. |
| | II-III | Lucy A. Roach | 50 | 42.60 | 38.40 | 90.14 |
| | II | Annie O. S. Clemons | 57 | 39.20 | 36.60 | 93. |
| | I | Jennie S. Abbott | 42 | 33.50 | 30.52 | 91. |
| | I | Laura F. Farnum | 58 | 35 62 | 30.12 | 84 5 |
| Ballard Vale | VII-VIII | Susan N. Molther | 25 | 22.69 | 21.44 | 94.4 |
| | V-VI | Caroline A. Deane | 34 | 30.18 | 28 33 | 93 8 |
| | IV-V | Ida G. Goldthwait | 33 | 29.96 | 28.68 | 92. |
| | II-III | Mary F. Brown | 29 | 28.10 | 26 50 | 94.3 |
| | I-II | Rubina S. Copeland | 35 | 32.54 | 30.61 | 94.06 |
| | I | Florence I. Abbott | 45 | 33.60 | 30 51 | 90 8 |
| Abbott Village | V-VI | Margaret C. Donovan | 34 | 31 78 | 30.55 | 90 5 |
| | VII-VIII | Jessie B. F. Greene | 29 | 28 55 | 27 72 | 97.09 |
| | III-IV | Jennie A. Birnie | 43 | 39. | 36.80 | 94 36 |
| | 1-II | Maria D. McLeod | 49 | 39.78 | 38.39 | 96.5 |
| Frye Village | VII-IX | Agnes C. Morrison | 23 | 22. | 21. | 95. |
| | IV-VI | Lilla A. Abbott | 29 | 25.50 | 25.05 | 98. |
| | I-III | Helen W. Battles | 37 | 31.60 | 29.50 | 93.3 |
| West Centre | VII-IX | Hannah R. Bailey | 23 | 19.23 | 18.46 | 96. |
| | I-VI | Mary B. Hardy | 21 | 16.68 | 14.95 | 90. |
| Scotland | I-IX | Harriet Ryder | 19 | 14 37 | 12 88 | 90. |
| Holt | I-IX | Susie Meldrum | 11 | 9.44 | 8.80 | 93.22 |
| Osgood | I-IX | Kate Ticknor | 31 | 21. | 17. | 80. |
| Bailey | I-IX | Eva A. Hardy | 10 | 9.05 | 8.07 | 89.25 |
| Abbott | I-IX | Sadie Thorne | 23 | 19.83 | 17.76 | 84.52 |
| North | I-IX | Ida J. Holt | 19 | 13.90 | 12.49 | 80.22 |

| | |
|---|---|
| Number of children in town over five and under fifteen years of age, | 985 |
| Number of children of all ages registered in Primary, Intermediate, and Grammar Schools of the town, | 1040 |
| Average registration, | 895.21 |
| Average attendance, | 830.62 |
| Average per-cent of attendance, | 92.78 |
| Number of children in school under five years of age, | 5 |
| Number of children in school over fifteen years of age, | 32 |
| Number of children in school between the ages of eight and fourteen years of age, | 687 |

# LAW

## RELATIVE TO SCHOOLS AND TO CHILDREN OF SCHOOL AGE.

[PUBLIC STATUTES AS AMENDED.]

### CHAPTER 47.

*Of the Attendance of Children in the Schools.*

*SECTION 1. Every person having under his control a child between the ages of eight and fourteen years shall annually cause such child to attend some public day school in the city or town in which he resides, and such attendance shall continue for at least thirty weeks of the school year if the schools are kept open that length of time, with an allowance of two weeks' time for absences not excused by the superintendent of schools or the school committee, and for every neglect of such duty the person offending shall, upon complaint of the school committee or any truant officer, forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars; but if such child has attended for a like period of time a private day school approved by the school committee of such city or town, or if such child has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, such penalties shall not be incurred.

†SECT. 2. For the purpose of the preceding section school committees shall approve a private school only when the teaching in all the studies required by law is in the English language, and when they are satisfied that such teaching equals in thoroughness and efficiency the teaching in public schools in the same locality, and that equal progress is made by the pupils therein, in the studies required by law, with that made during the same time in the public schools; but they shall not refuse to approve a private school on account of the religious teaching therein.

*1889, chap. 464; 1890, chap. 384. †1889, chap. 464.

# Punchard Free School.

## PRINCIPAL'S REPORT.

*To the Trustees of Punchard Free School:*

GENTLEMEN:—I offer the following report for the school year, ending June 21, 1894:

### TERMS.

FALL TERM, from September 11, 1893, to December 22, 1893.
WINTER TERM, from January 8, 1894, to March 30, 1894.
SPRING TERM, from April 16, 1894, to June 21, 1894.
Length of School Year, 37 weeks.

At the opening of the fall term there were 123 pupils in attendance as follows:

### POST GRADUATE.

Abbott, Alice

### SENIORS.

Chandler, Florence
Chandler, J. R.
Church, Myra
Donovan, John J.
Feeney, Winifred
Hardy, Edith
Holt, Harry H.
Lunan, Thomas M.
McCarthy, Julia
Moody, Almon S.
Nolan, Lena
Piddington, Sarah
Roberts, Gertrude
Saunders, Marie
Saunders, Sara
Smith, Agnes
Wright, Howard

### JUNIORS.

Coutts, Alice S.
Dodson, Alice
Donald, Walter C.
Eaton, Alice B.
Farnum, Ida
Fitzgerald, Alice V.
Flint, Charlotte E.
Hayward, Ellen
Mason, Lucy
Lamont, Lizzie
Nolan, Katie
Perkins, M. Ruth
Phillips, Maggie M.
Merrill. Josephine
Riley, Thomas
Roberts, Arthur S.
Sisco, John C.
Stott, Joseph E.
Wakefield, Florence B.
Wakefield, Ruth A.
White, Lora M.
White, Richard

### SOPHOMORES.

Abbott, Susan E.
Abbott, Stephen E.
Baldwin, Ralph D.
Bodwell, Henry A.
Burtt, Florence B.
Clark, Eva M.
Colbeth, Ethel M.
Charnley, Lora M.
Cox, Adelaide
Cullinane, Anna F.
Cullinane, Timothy
Currier, Clarence E.
Donald, Edith
Downing, John V.
Driscoll, William
Farnham, Laura S.
Farnham, Grace
Flint, Arthur S.
Hall, Margaret K.
Haynes, Della
Hewes, Madeleine
Holt, Ella M.
Holt, Walter
Hulme, Samuel P.
Jenkyn, Hattie
Kydd, Cecilia A.
Matthewson, Clarence
Murphy, Annie
Paine, Marian D.
Phelps, Emma
Ryder, Mary E.
Smith, Edna L.
Scott, Mary
Stone, Alice M.
Trow, Ethel
Trow, Ralph W.
Whitney, Alice T.
Wilkins, Lura

### FRESHMEN.

Abbott, Edith C.
Abbott, Emma F.
Bailey, Alma
Baker, Lottie E.
Berry, Clifton S.
Bodwell, Horace C.
Bradley, William
Hayward, Emma
Jackson, Gertrude
Lawson, Mabel D.
Merrill, Barbara
May, Albert
Morgan, Charles H.
Perkins, Carl A.

Buchan, Raymond
Buckley, Sarah E.
Burtt, W. Harry
Collins, Lulie
Church, Edith W.
Daly, John
Downing, Sadie B.
Downing, James
Dundas, Alex.
Eastman, Lewis A.
Feeney, Grace E.
Flint, Alice E.
Frosch, Louise
Haskell, Susie V.
Howell, William
Haynes, Grace A.
Remington, Thomas A.
Riebe, Lillie
Reed, Beatrice
Saunders, Leon
Shaw, Nettie
Smith, Stuart J.
Soehrens, Minna
Stone, Eva
Sullivan, Margaret A.
Sweeney, Katie
Wakefield, Olive S.
White, Edward W.
Whiting, Frank E.
Whitney, Fred E.
Wood, Marian A.

Every pupil is required to select at least fifteen periods of work per week. The work chosen may be from the year to which the pupil belongs, or from any earlier year. Work selected for a second time will not be reckoned in making up the full fifteen periods.

Subjects once chosen must be continued through the year without change. This rule is not enforced in the case of pupils preparing for a higher institution.

English is required throughout the course.

It will be noticed that Science is blank for the first year in the course of study above. I believe that something in this line of work should be offered. Differing radically from all other subjects, it will often for some pupils brighten the school work greatly.

The advisability of offering a course in Arithmetic to the pupils of the first year is doubtful. There is great likelihood that this subject will be discontinued as a Freshman study in 1895–96.

It has fallen to my lot to get together this report, a report for a year when I was not in the school, and to that fact must be laid its incompleteness.

It has been my good fortune to follow a very efficient man ager, and to be assisted by the same able helpers which he

had. Thanks are due to the untiring aid of the Visiting Committee, and it will be largely because of their interest that the next report will be of a successful year of work.

Respectfully submitted,

ALLEN LATHAM, *Principal.*

## PUPILS

### WHO ENTERED THE FRESHMAN CLASS SEPT. 10, 1894.

Abbott, Daniel Garfield
Bailey, Clara Louise
Bell, Alice Morrison
Bentley, Evelyn Waters
Burns, Joseph Lawrence
Clement, Stuart
Coleman, Ralph Waldo
Collins, Elizabeth Gertrude
Craig, Charles Archie
David, Jane Thomson
Dennison, Alice Gertrude
Dennison, Walter
Dodson, Sarah Elizabeth
Gildersleeve, Teresa
Hall, Ada Fostena
Hemmer, Edward Joseph Francis
Higgins, Edith Munroe
Higgins, Josephine Margaret
Holt, Charlotte Augusta
Lamont, Walter McLeod
Lindsay, William Neish
McGovern, Mary Frances
McIntire, Cora Mabel
Minor, Harry
Morse, Herbert Allison
O'Brien, Jeremiah Francis
O'Connell, William Harmon
Pitman, Eben Nutter
Purr, Maud Louisa
Richards, George Chadwick
Saunders, Leon Gumbetha
Saunders, Margaret Duncan
Shevlin, Pierre Edgar
Smith, Benjamin Franklin
Stott, Emma Sewall
Sullivan, Josephine Lenora
Tuttle, Arthur Pearl
Valpey, Edith Hilton
Wright, Grace Darling

# PROGRAMME.

FOR GRADUATION DAY, JUNE 1894.

PRAYER.

*Music.*

*Chorus.* { SONG OF THE VIKINGS—*Fanning.*
WHERE ARE YOU GOING TO?—*Caldicott.*

1. { *SALUTATORY.*
*ESSAY.*—Three Homes.

FLORENCE CHANDLER.

2. *DECLAMATION.*—The Matchless Story.

HOWARD H. P. WRIGHT.

3. *ESSAY.*—The Shawsheen.

MARIE L. SAUNDERS.

4. *CLASS HISTORY.*

JOHN J. DONOVAN,

*Music.*

*Chorus of Girls.*—Selection from Pirates of Penzance.
*Gilbert and Sullivan.*

5. *ESSAY.*—Dickens' Pictures of Child Life."

MYRA H. CHURCH.

6. *DECLAMATION.*—Toussaint L'Ouverture.—*Phillips.*

J. RUSSELL CHANDLER.

*Music.*

*Chorus.*—ANCHORED.—*Watson.*

7. *CLASS PROPHECY.*

THOMAS M. LUNAN.

8. { *ESSAY.*—"The Cup that Cheers but not Inebriates."
*VALEDICTORY.*

GERTRUDE S. ROBERTS.

*Award of Prizes.*

*Presentation of Diplomas.*

*Class Hymn.*—The King of Love My Shepherd Is.—*Dykes.*

BENEDICTION.

Mr. Chandler is now in Dartmouth.

Miss Feeney is in Bryant & Stratton's Business College.

Mr. Lunan has started on a cruise in the "Enterprise."

Miss McCarthy is at the State Normal School, Salem.

Miss Nolan is at the State Normal School, Salem.

Miss Roberts is studying Kindergarten in Lowell.

Miss Smith is to enter Smith College in 1895.

Mr. Wright expects to enter Massachusetts Institute of Technology soon.

# COURSE OF STUDY,

| YEARS | TERMS | ENGLISH | HISTORY | SCIENCE |
|---|---|---|---|---|
| FIRST YEAR | | 3 | 3 | 3 |
| | *Fall* | Lessons, Composition. Whittier. | History of England. | |
| | *Winter* | Lessons, Composition. Longfellow. | History of England. | |
| | *Spring* | Lessons, Composition. Gen'l view of American Poetry. | History of England. General view. | |
| SECOND YEAR | | | | 4 |
| | *Fall* | Rhetoric. American Essayists and Orators. | Developm't of English Constitution. | Physics. |
| | *Winter* | Rhetoric. American Novelists. | Civil Gov't in U. S. | Physics. |
| | *Spring* | Rhetoric. Gen'l view of Amer. Prose. Compositions throughout the year. | Civil Gov't in U. S. | Physics. } Chemistry. } |
| THIRD YEAR | | | | 4 |
| | *Fall* | | History of Greece. | Chemistry. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts in English. | History of { Greece. Rome. | Chemistry. |
| | *Spring* | | History of Rome. | Botany. |
| FOURTH YEAR | | | | 5 |
| | *Fall* | | Mediæval, topics, lectures. | Geology. } Astronomy. } |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts. Historical Grammar. | Modern, topics, lectures. | Astronomy. } Geology. } |
| | *Spring* | | Nineteenth Century. — Comparison of Govern'ts of U S., Eng , France and Germany. | Political Economy. |

**Music, Drawing, Declamations, Themes, Military Drill,**

# PUNCHARD FREE SCHOOL.

| MATHEMATICS | | LATIN | GREEK | FRENCH | ART |
|---|---|---|---|---|---|
| 4 | 5 | 5 | | | |
| Algebra. | Arithmetic. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar, Sight Reading. | | | |
| 5 | | | 4 | 4 | |
| Algebra. | | Cæsar, Composition. | Lessons, Anabasis. | Grammar. | |
| Geometry, Algebra. | | Cæsar, Composition. | Lessons, Anabasis, | Grammar, Authors. | |
| Geometry, Algebra. | | Cæsar, Composition, Sight Reading. | Lessons, Anabasis. Sight Reading, | Grammar, Authors. Sight Reading. | |
| 5 | | | | | |
| Geometry, Algebra. | | Cicero, Composition, | Anab, Composition, | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Music. |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp, | |
| Geometry, Algebra. | | Cicero, Composition. Sight Reading. | Selections from Xen. Composition. Sight Reading. | Authors, Comp. Sight Reading, | |
| | | 4 | | | |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Art. |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | |
| Review of Arithmetic. | | Virgil, Ovid, Composition. Sight Reading. | Review, Composition. Sight Reading. | Authors, Comp. Sight Reading. | |

**Gymnastics throughout the course.**

## TRUSTEES OF PUNCHARD FREE SCHOOL.

Samuel H. Boutwell,
Charles H. Gilbert,
George Gould,
Rev. F. W. Greene,
Rev. Frederic Palmer,
George H. Poor,
Rev. Frank R. Shipman,
Horace H. Tyer.

## ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1893–94.

President, Rev. Frederic Palmer.
Sec. and Treas., George H. Poor.

Visiting Committee:

Rev. Frederic Palmer,
Rev. F. W. Greene,
Rev. Frank R. Shipman.

Prudential Committee:

George Gould,
Horace H. Tyer.

Auditing Committee:

George Gould,
Charles H. Gilbert.

## TEACHERS.

Frank O. Baldwin, Principal.
Mary E. Höhn Dern, Assistant.
Mary Alice Abbot, Assistant.
Edith Lockwood Taft, Assistant.

# REPORT

OF

# THE SCHOOL COMMITTEE

OF THE

## TOWN OF ANDOVER, MASS.

FOR THE SCHOOL YEAR

## 1895

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ANDOVER, MASS.:
THE ANDOVER PRESS, PRINTERS,
1896

# SCHOOL COMMITTEE, 1895-96.

| | | | |
|---|---|---|---|
| J. Newton Cole, Chairman, | Term expires | March | 1897 |
| John Alden, | ,, | ,, | 1896 |
| John N. Cole, | ,, | ,, | 1896 |
| William Odlin, | ,, | ,, | 1896 |
| George D. Pettee, | ,, | ,, | 1897 |
| William Shaw, | ,, | ,, | 1897 |
| Thomas David, | ,, | ,, | 1898 |
| Miss Clara Putnam, | ,, | ,, | 1898 |
| Mrs. L. A. Wilson, | ,, | ,, | 1898 |

G. E. Johnson, Secretary and Superintendent.

Regular Meetings of the Committee:

The last Tuesday of every month at 7.30 P.M.

## TRUANT OFFICERS.

Abbot Erving, Centre and West Parish.

H. M. Hayward, Ballard Vale.

## STANDING COMMITTEES.

Advisory and Auditing Committee:

John N. Cole, J. Newton Cole, Thomas David.

Committee on Teachers and Music:

John Alden, Mrs. L. A. Wilson, Geo. D. Pettee.

Committee on Text-books and Supplies:

Miss Clara Putnam, William Shaw, William Odlin.

Sub-Committees:

Stowe, John Dove, and Abbot Village Schools: John Alden, Geo. D. Pettte, William Odlin.

Ballard Vale, Holt, and Scotland Schools: William Shaw, Mrs. L. A. Wilson, and J. Newton Cole.

West Centre, Frye, Osgood, Bailey, Abbott, and North Schools: John N. Cole, Thomas David, and Miss Clara Putnam.

## SCHOOL CALENDAR FOR THE YEAR 1896.

| | |
|---|---|
| Winter term begins Jan. 6 | Winter term closes March 27. |
| Spring term begins April 8 | Spring term closes June 19. |
| Fall term begins Sept. 7 | Fall term closes Dec. 18. |

# REPORT

## OF THE SCHOOL COMMITTEE.

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*To the Citizens of the Town of Andover:*

The past year has brought several changes in our schools, and the resignation of Mr. Baldwin, as superintendent, of Miss Wilbur (principal of the Stowe School), and of other teachers, together with the usual duties, have made the year a busy one for your school board.

Mr. G. E. Johnson was engaged to fill the vacancy in the office of superintendent of schools, and he has entered on his work with such a spirit of energy and thoroughness as to lead your board to believe that under his direction our schools will continue to advance toward the high standard which is now set for public schools.

It has been plainly demonstrated that we cannot hold our best teachers unless we approach nearer to the compensation given for similar work in other towns, and we believe that it is for the best interest of our schools that competent teachers be retained if possible, as experience has taught us that it is a most difficult undertaking to fill vacancies with satisfactory teachers at the salaries we are able to offer.

During the year, a beginning has been made on the much needed work of grading around the school buildings at the Centre, and it is proposed that the work be continued this year.

A neat and convenient school building has been erected at

the North District, which is much appreciated by the residents in that locality.

For the current year, the board asks for the appropriation of the following sums:

| | |
|---|---|
| For Schools, | $19,000 00 |
| For School-houses, | 3,000 00 |
| For School-books and supplies, | 1,500 00 |

For particulars in regard to the schools and school work, we ask your attention to the report of the Superintendent.

For the Board,

Respectfully submitted,

J. NEWTON COLE, Chairman.

# REPORT

OF

# THE SUPERINTENDENT.

*To the School Committee of Andover*:

I respectfully submit for your consideration the Sixth Annual Report of the Superintendent of Schools of Andover.

## PUPILS.

The 897 children attending the public schools of Andover are enrolled in the different grades as follows:

| I | II | III | IV | V | VI | VII | VIII | IX |
|---|---|---|---|---|---|---|---|---|
| 173 | 111 | 115 | 112 | 116 | 77 | 87 | 62 | 44 |

These figures are interesting: 19 per cent. of these children are in the first grade, less than 5 per cent. are in the ninth grade. It is not an over statement to say that 3 out of 5 children fail to reach the ninth grade. The marked dropping off at the end of the fifth year will be noticed. In the first five grades are enrolled 627 children, an average of 125.4 per grade; in the last four grades are enrolled 270 children, an average of only 67.5 per grade.

These facts are significant. The children of well-to-do parents, as a rule, complete the common school course. The majority of those children who most need the influence and training of a good school do not continue far beyond the fifth year. The good which our schools are to do to these children must be done in the five lower grades.

The sociological importance of the lower grades as compared with the higher has not been duly emphasized. False

economy here in determining either the number or quality of teachers is a grave error.

There are important psychological reasons for the relief of over-crowded primary schools. It is a great event in the life of a child when he begins to go to school. It is all important that right habits be entered upon at the start and that they be continued in throughout the early years until they become fixed. To insure this, constant watchfulness and individual attention are necessary. Every false move of a child, every wrongly (not poorly) formed letter, every misspelled word is a lesson in error. I believe that no teacher can adequately care for more than 35 or, at most, 40 little children, and that no community can afford to entrust more than that number to a single primary teacher.

From another standpoint, I believe that, while it is cruelty to make little children sit still in their seats, it is also disastrous to let them wiggle about at random. Their energy should be directed to a purpose and not be permitted to slough off in disorder, or be wasted in restless turnings and twistings to relieve the weariness of sitting. When children of five, or even four, years of age are admitted to school there should be far more room and opportunity for free activity than is generally given. Our first grade rooms are not spacious enough to wisely admit of more than 35 or 40 desks.

## HEALTH OF PUPILS.

The public school should be a preserver of health, but it is not. There are many details of school hygiene which are ordinarily overlooked. Some of these details seem at first insignificant, but the aggregate consequences of neglect through the period of school life are serious and to be lamented. It is not intended to enter upon a discussion of this subject here, but it would be well if a strong and well informed public sentiment encouraged the superintendent and teachers and all school officials to greater effort in this direction.

## MORALITY OF PUPILS.

That the public school yards and their surroundings may be a fertile field for the spread of rough manners and a knowledge of evil is known to every parent. Large numbers bring corresponding danger of disorder and contamination. There is a touch of the "mob-conscience" even among children, and false codes of honor are often found among school boys.

In meeting these difficulties we have one great advantage in this, that children are veritable hero-worshipers. With a fair chance they tend to idolize a teacher. A teacher who can win the love and admiration of children, who can impart gentleness of manner to rough boys, sway child public sentiment and inspire to truth-telling and clean lips is invaluable to any community.

Again, parents can co-operate with teachers to great advantage in all matters of moral training, and surround their children with an unbroken circle of influence of the home, the school, and the church.

## EXCEPTIONAL CHILDREN.

It would be hardly possible to gather nearly one thousand children into our public schools without having among the number some who were strikingly peculiar. The American-born criminals, paupers and vagabonds of this generation have been to school. A boy or girl even in the primary grades may give evidence of what his or her future may be. There are children in Andover for whom our schools are doing little, or nothing at all, to help or to save from future disaster. It is not too much for the people to ask that in a town of this size there should be one person at least who thinks about and plans for the wellfare of such children.

Where children are simply dull, they may be a great hinderance to the rest of the class or else be greatly neglected. "Well, we can't furnish brains for the children," is the saying of one who is himself stupid or ignorant. There is an education adapted even to a child without ordinary intelli-

gence, and to fail to give that education is simply to store up a future but larger burden for society. "We can not catch our criminals too young," says Havelock Ellis in "The Criminal," and I might add also our paupers and all public disturbers.

I can not expect that what has been said will serve for any more than to awaken perhaps a slight interest on the part of a few in regard to exceptional children in school and perhaps also to serve as an additional argument for a smaller number of children to a teacher where the class is burdened by one or more defective children. It very often happens that what is apparent stupidity is the result merely of some at first unsuspected defect of sight or hearing, the evil effects of which can be largely removed or obviated by proper treatment. I have in mind two boys in our school who are seriously handicapped by defect in hearing and who are daily losing ground because of it. With more time at her disposal and a little study and direction, the teacher could in a great measure repair the loss.*

## METHODS.

Reading. Most excellent work has been done in previous years in the schools of Andover along the line of reading. This year an advance has been made toward a more extensive and systematic use of phonics in teaching children to read. The danger of an over use of the word method is that the children will not acquire a sufficiently accurate knowledge of the details of words. They are apt to remember some general characteristic of the word only, and hence readily confound words slightly similar in appearance. For example, *softly* is easily mistaken for *slowly*, or *leaf* for *left*, a mistake which a child who has a knowledge of the letters and their sounds would seldom make.

* As an illustration of the liability of children to mistakes of hearing pure and simple the following is of interest. In one of our schools where the hearing is uniformly good so far as is known, 20 out of the 36 errors made in a certain spelling test were due to failure to hear distinctly very carefully pronounced words.

I can not agree with those who think there is little or no use in oral spelling. It is true that spelling, as such, is mainly a matter of the hand and eye, but as a means of acquiring power to tell new words and as a drill in details oral spelling has its important part. Children should very early so learn the names, sounds, and forms of the letters that one instantly suggests the others.

Spelling. There has been a wide-spread complaint that children of this generation can not spell. At a session of the school and college conference of the University of Chicago recently it was asserted that fifty per cent. of the pupils of most high schools could not spell correctly simple words. The importance of being able to spell accurately and unhesitatingly words of ordinary use can scarcely be over estimated. There is now and then an attempt to minimize the importance of spelling, but there are few things by which men judge of a correspondent more than by his spelling. A misspelled word is as much a shock to an educated eye as a mispronunciation or gramanatical error to the ear, and generally shows as marked a defect in scholarship. It is not too much to insist that our children be accurate spellers, at least within a limited vocabulary. But much of the time which was formerly given to spelling is now taken up by the new subjects which have come into our curriculum. Hence the utmost economy in the teaching of spelling is necessary. It is hoped that very carefully prepared helps and directions for the teachiug of spelling will soon be placed in the hands of the lower grade teachers.

In the two subjects of spelling and writing alone our eighth grade teachers are giving nearly two hours a week, an expenditure which I believe can be make wholly unnecessary by right conditions in the lower grades.

## WRITING.

This year we have had no special teacher of penmanship. For several years past no copy-books have been used in our schools. Beginning with the winter term copy-books in the

vertical style of writing were placed in the hands of the pupils of the John Dove, Stowe, and Ballard Vale schools, with the exception of the eighth and ninth grades. The claims made for vertical writing over the slanting style are concisely as follows:

1. The children sit in better position.
2. The writing is more legible.
3. It is simpler in form.
4. It is especially adapted to the first attempts at writing of little children.

The improvement made in writing in the majority of those schools where the copy-books have been placed is very marked.

It is in place here to speak of the teaching of writing to little children. I believe it is wrong to give children of five or six years so much writing work, especially if it is to be done upon slates. The first attempts at writing should be at the blackboard, with letters large enough to insure full arm movement. Later the children may be given paper with wide single ruling, or no ruling, and a soft, light pencil. The hard bearing on with the heavy stone pencil necessary in slate writing is disastrous to good movement, position, or ease in writing. Besides, it is claimed on the strength of careful tests that the full use of the smaller muscles of the hand does not develop normally until after the primary age, and that too early exercise of these muscles in writing is not only hurtful to their natural development, but also brings on in the majority of cases a tendency to nervousness.

## TEXT-BOOKS.

I can but believe that the excessive use of blackboards instead of text-books has been injurious to the eyesight of children. In many rooms the children must read from boards from which the light glares, or the curtains must be drawn, making the room too dark. Our teachers have been accustomed to prepare and place upon the board, lessons not only in arithmetic but in the other studies. This entails upon

the teacher a great deal of real drudgery. With the advantage of a fresh, adapted, and thoroughly prepared lesson on the part of the teacher, comes also the danger of inferior, choppy, or too condensed material, especially when no text-book at all is used. The point is, to reconcile freedom from text-books with use of text-books.

Moreover I believe it is a great advantage, even to a young child, to have placed in his hands at times a text-book which he may *study*.

For these reasons, and for others not mentioned, I would recommend a more general use of text-books, regular and supplementary.

## TEACHERS.

The loss of some of our teachers this fall and the difficulty of obtaining others have brought to mind the need of some action to insure the future. I believe it would be far better for the state, as a whole, if there were some recognized code in regard to the exchange of teachers.

Our classes, as a rule, change teachers upon passing from one grade to another, and this promotion takes place at the end of the spring term uniformly throughout the state. The evil effects of a change at this time is at a minimum, and a very different matter from the evil attending the employment of two or three different teachers in the same school within a year. If superintendents throughout the state sought better teachers, and teachers sought better positions at the beginning of the long vacations, all the good results and the least possible of the evil results would be realized for both schools and teachers. It is not too much to ask that our teachers who are re-elected should signify their willingness to remain until the end of June following, unless the consent of the School Committee is obtained for a release.

This leads naturally to the salaries of teachers. There is a great demand, especially in the eastern part of Massachusetts, for good teachers. Every city and town is looking for them. It is claimed that it is harder to find first-class teachers

now at $600.00 than it was ten years ago at $500.00. Hence, when a first-class teacher is discovered working in Andover at a salary of $425.00, somebody wants her elsewhere. Andover is not behind many of the towns of her size in the matter of salaries, but the fact remains that to get the good teachers in the face of the competition of larger places and to retain those she already has, she must pay more. It is not a matter of pride, nor of justice, but of necessity.

Your Superintendent may be at fault, but it seems to him that the salaries of our teachers should not be strictly uniform. We should pay a teacher no more, and so far as possible no less, than we should have to pay for equally good work by some other teacher If the element of "justice" enters at all into the economics of salary paying, it is just here, and it concerns the right of the tax-payer to the best that can be had for his money, and the right of the teacher to what she can command. Some of our teachers are better than others, they can command more pay elsewhere. we are more anxious to retain them, and it would be far more difficult to fill their places; why should they not be paid more than the others? I believe that a grading of the pay-roll would be followed by an increased effort on the part of teachers to excel in their work. Such grading would be attended with a feeling of injustice on the part of some at first, no doubt, and perhaps with some actual injustice, for men are not perfect in judgment, but the result would, on the whole, be much nearer the right than the present assignment.

## SUBSTITUTE TEACHERS.

A very useful arrangement would be to place in one or more of our largest schools inexperienced but promising teachers as apprentices and as substitutes in case of need. This could be done at no great expense. I am not sure that this would not be a better plan, in some instances, than to divide a school which would otherwise need to be divided. It certainly would help out the work in large schools, insure a

ready substitute when needed, and sometimes develop for us a valuable teacher.

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A trite but important word may be added in regard to teachers. "The master is the school." Whatever we may add to the teacher by normal school, college, or university training, by supervision, teachers' meetings, the seminary, or what not, after all, what is back of the real teacher and hence back of the good school, are the same qualities that make the true man or woman in any position in life.

In selecting new teachers there is nothing else so important to keep in mind as this, and the same is true when the question arises whether a teacher who has been offered a higher salary elsewhere is to be retained or allowed to go. The difference that $50.00 or $100.00 a year will sometimes make in the character of a school is appalling.

## KINDERGARTEN.

The kindergarten has been continued thus far in this year under the charge of the Andover Society of Organized Charities. There are present twenty-two children enrolled, fourteen of whom attend regularly. During the fall term the number of children attending was twenty-eight.

The value of the kindergarten to a large class of children is now so universally recognized that any argument to prove its claims to a place in our public school system is unnecessary. I am in hearty sympathy with the suggestions offered by your former superintendent in his report of 1895.

The fact that so many children fail to paas beyond the fifth or sixth grade is a powerful argument for the lengthening of the school course for these children by means of the kindergarten.

Respectfully submitted,

G. E. JOHNSON.

# REPORT OF TEACHER

OF

# DRAWING AND MUSIC.

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ANDOVER, MASS., FEB. 1, 1896.

*To the Superintendent of Schools, for the Town of Andover:*

SIR: Last September I was made responsible for the Form Study, Drawing and Music taught in the public schools in the town of Andover.

Being new to the course of study, character and scope of the preceding work, and capabilities of the pupils, I had to formulate a plan based largely upon theory and previous personal experience. That plan has been steadily adhered to, and subjected to few modifications.

The first step necessary was to grade the work in the schools, to secure uniformity in all parts of the town,—the second step was to distribute models and books already in stock equally among the schools, that each might have its material ready for use, when occasion required. Each teacher was personally interviewed as to the length of time she could give to each subject per week, and arrangements were made concerning the time to be placed at my disposal.

Then the work began, and, so far, has gone on satisfactorily to me. Each teacher receives a written outline in both subjects every week, and is requested to put it on file, that we may thus keep a weekly record of the work required and accomplished. It is too early to judge of the merits of the system, and the relative value of the results obtained.

The above refers more particularly to the Form Study and Drawing.

In Music, while I found the sight reading on the whole up to grade, it was thought best to put more stress on theory and

written work. The best singing teachers of the day have found that being able to write simple music from copy or dictation, is as great a help to ready sight reading, as being able to write script helps in the reading of script. Hence, in all grades, from the fourth up, written work is required at least once each week. One of the greatest charms in every school in the town, has been not only the *readiness*, but *pleasure shown* by each school, when asked to sing. Not only in Andover Centre is this true, but in Ballard Vale, Abbott and Frye Villages, and all the ungraded schools, no pupil ever refusing to sing. Hence the positive enjoyment in each school when the music period arrives.

In Form Study and Drawing the Prang system is used; in music, the Ginn publications of the Mason & Whiting system are used for practice, the Jepson book for theory.

I cannot speak in too strong terms of the readiness of every teacher to follow the plans outlined, and the faithfulness with which each teacher has labored. In every quarter I have met with ready response and acquiescence to proposed work, and whatever success crowns the work is largely due to the faithful following out of the plans outlined, by the regular class teacher. My time has been at their disposal, out of school hours as well as in, and many evenings and Saturdays have been spent with the different teachers helping them to better interpret the work. I have tried to make a fair distribution of my time, giving the higher grades more time than the lower grades.

All day Monday is spent at the Stowe Grammar School, drawing being given in the morning, music in the afternoon.

Tuesday is spent in the John Dove School, and Wednesday in the Ballard Vale School, the time being distributed the same as in the Stowe Grammar School.

Thursday morning is spent in Abbott Village, and Thursday afternoon is spent in Frye Village.

One Friday I drive to the North, Abbott, Bailey, and Osgood Schools, and try to give to each school one and one-half hours for both subjects.

The alternate Friday I spend at Scotland and Holt in the morning, and devote the afternoon to West Centre, that school being so large now as to warrant that length of time being spent there.

Excellent work, unusually uniform, considering the fact that the schools were visited but once in two weeks, and three of them changed teachers during the Fall term, was shown by the seven ungraded schools, North, Abbott, Bailey, Osgood, West Centre, Scotland and Holt.

Again I wish to emphasize the hearty support and co-operation shown by the regular teachers, without which my greatest efforts would have availed but little.

Respectfully submitted,

ELIZABETH H. DEMAREST.

# LAWS.

## RELATIVE TO SCHOOLS AND TO CHILDREN OF SCHOOL AGE.

[Public Statutes as amended.]

### CHAPTER 498.

*An Act relative to the Attendance of Children in the Schools.*

Section 1. Every person having under his control a child between the ages of eight and fourteen years, and in every city and town where opportunity is furnished, in connection with the regular work of the public schools, for gratuitous instruction in the use of tools or in manual training, or for industrial education in any form, a child between the ages of eight and fifteen years, shall annually cause such child to attend some public day school in the city or town in which he resides, and such attendance shall continue for at least thirty weeks of the school year, if the schools are kept open that length of time, with an allowance of two weeks' time for absences not excused by the superintendent of schools or the school committee. Such period of attendance shall begin within the first month of the fall term of school, and for each five days of absence of any such child thereafter, in excess of the above allowance, before the completion of the required annual attendance of thirty weeks, the person having such child under his control shall, upon the complaint of the school committee or any truant officer, forfeit to the use of the pub lic schools of such city or town a sum not exceeding twenty dollars, but if such child has attended for a like period of time a private day school approved by the school committee of such city or town, or if such child has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or has already acquired the branches of learning required by law to be taught in the public schools, or if his physica or mental condition is such as to render such attendance inexpedient or impracticable, such penalties shall not be incurred.

SECT. 2. For the purpose of the preceding section school committees shall approve a private school only when the teaching in all the studies required by law is in the English language, and when they are satisfied that such teaching equals in thoroughness and efficiency the teaching in public schools in the same locality, and that equal progress is made by the pupils therein, in the studies required by law, with that made during the same time in the public schools; but they shall not refuse to approve a private school on account of the religious teaching therein.

SECT. 3. The truant officers and the school committee of the several cites and towns shall vigilantly inquire into all cases of neglect of the duty prescribed in section one, and ascertain the reasons, if any, therefor; and such truant officers or any of them, shall, when so directed by the school committee, prosecute in the name of the city or town any person liable to the penalty provided for in said section. Police, district, and municipal courts, trial justices and judges of the probate court, shall have jurisdiction within their respective counties of the offences described in section one.

# LIST OF TEACHERS.

Corrected Jan. 1, 1896.

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## STOWE SCHOOL.

| GRADE. | NAME. | SALARY. | P. O. ADDRESS. |
|---|---|---|---|
| IX | Charles N. Lane, Prin. | $900. | Andover, Mass. |
| VIII | Clara Putnam, | 425. | Andover, Mass. |
| VII | Francis W. Meldrum, | 425. | Andover, Mass. |
| VI | Anna E. Chase, | 425. | Andover, Mass. |
| IV | Cora E. Clay, | 424. | Andover, Mass. |

## JOHN DOVE SCHOOL.

| | | | |
|---|---|---|---|
| V | Edith McLawlin, Prin. | $500. | Andover, Mass. |
| III | Lucy A. Roach, | 425. | Andover, Mass. |
| II | Annie O. S. Clemons, | 425. | Andover, Mass. |
| I | Jennie S. Abbott, | 425. | Andover, Mass. |
| I | Laura F. Farnum, | 425. | Andover, Mass. |

## BALLARDVALE SCHOOL.

| | | | |
|---|---|---|---|
| VII, VIII | Susan N. Molther, Prin. | $500. | Andover, Mass. |
| V, VI | Caroline A. Dean, | 425. | Andover, Mass. |
| IV, V | Susie Meldrum, | 400. | Andover, Mass. |
| III | Mary F. Browne, | 425. | Ballardvale, Mass. |
| II | Rubina S. Copeland, | 425. | Ballardvale, Mass. |
| I | Florence I. Abbott, | 425. | Andover, Mass. |

## ABBOTT VILLAGE SCHOOL.

| | | | |
|---|---|---|---|
| V, VI | Margaret C. Donovan, Prin. | $475. | Andover, Mass. |
| VII, VIII | Jessie B. F. Greene, | 425. | Andover, Mass. |
| IV | Jennie Birnie, | 425. | Andover, Mass. |
| I, II | Maria D. McLeod, | 425. | Andover, Mass. |

| GRADE. | NAME. | SALARY. | RESIDENCE. |
|---|---|---|---|
| | **FRYE VILLAGE SCHOOL.** | | |
| IV, V, VI, VII | Lilla A. Abbott, Prin. | $475. | Lawrence, Mass. |
| I, II, III | Helen W. Battles, | 425. | Andover, Mass. |
| | **WEST CENTRE SCHOOL.** | | |
| I to IX | Elsie M. Dearborn, | 400. | Andover, Mass. |
| | **SCOTLAND SCHOOL.** | | |
| I to IX | Grace Burtt, | $342. | Andover, Mass. |
| | **HOLT SCHOOL.** | | |
| I to IX | Florence Chandler, | $342. | Andover, Mass. |
| | **OSGOOD SCHOOL.** | | |
| I to IX | Erminia Kolb, | $342. | Andover, Mass. |
| | **BAILEY SCHOOL.** | | |
| I to IX | Gertrude Holt, | $342. | Andover, Mass. |
| | **ABBOTT SCHOOL.** | | |
| I to IX | Gertrude Burtt, | $342 | Andover, Mass. |
| | **NORTH SCHOOL.** | | |
| I to IX | Agalena Aldrich, | $342 | Lawrence, Mass. |

**SPECIAL TEACHER**

Music and Drawing. — Elizabeth H. Demorest, $950. Andover, Mass.

# STATISTICAL TABLE OF THE SCHOOLS,

## FOR THE SCHOOL YEAR ENDING JUNE 29, 1895.

| SCHOOL. | YEAR. | TEACHER. | Number Registered. | Average Membership | Average Attendance | Per cent. of Attendance |
|---|---|---|---|---|---|---|
| Stowe | IX | Susan M. Wilbur | 43 | 38.99 | 36.77 | 94.3 |
| | VIII | Dollie M. Farnum | 34 | 29.36 | 27.10 | 92 2 |
| | VII | Francis W. Meldrum | 32 | 24.59 | 23 17 | 94.24 |
| | VI | Anna E. Chase | 41 | 35.46 | 32.98 | 93. |
| | Sub Prim. | Mabel F. Fuller, | 25 | 18.49 | 17.36 | 94. |
| John Dove | V | Edith A. McLawlin | 39 | 32.29 | 32.08 | 95. |
| | IV | Carrie B. Deane | 52 | 48. | 46. | 95.8 |
| | III | Lucy A. Roach | 47 | 42.26 | 39.32 | 93. |
| | II | Annie O. S. Clemons | 46 | 38.60 | 36.25 | 93.9 |
| | I | Jennie S. Abbott | 42 | 35.75 | 32.34 | 90. |
| | I | Laura F. Farnum | 53 | 39 35 | 32.52 | 85 6 |
| Ballard Vale | VII-VIII | Susan N. Molther | 31 | 27.97 | 26.24 | 93 8 |
| | V-VI | Caroline A. Dean | 30 | 24.73 | 22.78 | 92. |
| | IV-V | Ida G. Goldthwait | 34 | 30.18 | 28.33 | 95.8 |
| | II-III | Mary F. Brown | 28 | 26 37 | 24 89 | 94 4 |
| | I-II | Rubina S. Copeland | 27 | 26.4 | 25. | 92. |
| | I | Florence I. Abbott | 43 | 31 74 | 29 85 | 94. |
| Abbott Village | V-VI | Margaret C. Donovan | 36 | 34.75 | 33.47 | 96. |
| | VII-VIII | Jessie B. F. Greene | 28 | 27.85 | 27 10 | 97.6 |
| | III-IV | Jennie A. Birnie | 43 | 40.23 | 39.22 | 97.4 |
| | I-II | Maria D. McLeod | 46 | 37.43 | 35.83 | 95.7 |
| Frye Village | VII-IX | Agnes C. Morrison | 24 | 20.85 | 18.57 | 89. |
| | IV-VI | Lilla A. Abbott | 24 | 20.7 | 19. | 91.5 |
| | I-III | Helen W. Battles | 44 | 34. | 31.25 | 92. |
| West Centre | I-IX | May W. Wilson<br>Mary W. Munroe | 38 | 32.2 | 29.49 | 91.7 |
| Scotland | I-IX | Ida G. Goldthwait | 18 | 14.57 | 12.64 | 86.7 |
| Holt | I-IX | Mabel Vinton<br>Emma Bachelder | 6 | 6. | 5.8 | 96.6 |
| Osgood | I-IX | Lillian R. Edmonds | 25 | 18.1 | 17. | 94. |
| Bailey | I-IX | Gertrude Holt | 13 | 11.4 | 10.4 | 90.8 |
| Abbott | I-IX | Anna M. Boutwell | 24 | 16. | 13. | 80. |
| North | I-IX | Myra L. Burbeck | 17 | 17. | 14.9 | 88. |

| | |
|---|---|
| Number of children registered in Primary, Intermediate, and Grammar Schools of the town, | 1033 |
| Average membership, | 872.82 |
| Average attendance, | 819.65 |
| Average per-cent of attendance, | 93.9 |
| Number of children in school under five years of age, | 5 |
| Number of children in school over fifteen years of age, | 12 |
| Number of children in school between eight and fourteen years of age, | 681 |

# Punchard Free School.

## PRINCIPAL'S REPORT.

*To the Trustees of Punchard Free School:*

GENTLEMEN: — The length of the school year for the year 1894–1895 was thirty-seven weeks. The Fall term opened on the 10th day of September 1894, and the Spring term closed on the 19th day of June 1895. There were two vacations of two weeks each. The number of pupils in attendance at the opening of the Fall term was 116.

The graduating class was the largest in the history of the school, and numbered at graduation nineteen pupils. This class lost a smaller proportion of its membership than usual before graduation. For many years the average number of pupils completing the course was about one third of the number belonging to the class at the beginning of its course. This is the proportion for High Schools throughout the United States. In a few schools, however, as many as one half complete the course, and we must try to reach this limit at Punchard.

The system of marking adopted at the opening of the year worked well, and the rule of the Trustees providing that two failures in succession in the same study should reduce the pupil to the next class below had the effect intended.

The tax of one dollar a term for the use of books and supplies furnished money enough to pay for this part of the running expenses of the school.

A set of the last edition of the Encyclopaedia Britannica was added to the School library, fifteen dollars of the purchase money coming from the unexpended portion of the contrib-

ution of the class of '94, and the rest from an appropriation made for the purpose by the Trustees. Some changes in text books were made during the year, generally in favor of better books than those formerly in use. This was especially the case in the first book in Latin and in Physics. Physics now occupies in the school a middle ground between the old text-book method and the advanced methods of the Harvard experiments. The next step, placing us fully abreast of the best schools in this subject, should not be long deferred. The present method involves experiment by the pupil, but the work is qualitative merely.

All the sciences taught in the school may now be said to be on the laboratory basis, except Botany. We have felt the need of a step forward in our methods of dealing with this subject for several years, and we shall try to adopt some improvements in methods of study in Botany this year.

In connection with the graduation exercises the Mary Starbuck prize for excellence in English Composition were awarded to Miss Madeline Hewes for the best Essay, and to Miss Susan Harkell for the best Letter. Miss Charlotte Flint and Master Arthur Roberts received Honorable Mention for creditable essays, and Miss Edith Valpey and Master Arthur Tuttle for good letters.

The prize for excellence in Botany, which has now been given for several years by Mrs. Annie Sawyer Downs, was awarded to Miss Florence Burtt, and Miss Harriet Jenkyn received Honorable Mention.

Although it does not belong here in order of time, I must be allowed to say in this connection, that we are very grateful to the Punchard Alumni Association for their recent vote establishing the Goldsmith prize for excellence in Declamation. This enables us to offer prizes in connection with three subjects — English Composition, Botany, and Declamation. Who will be the next to add to the number ?

Respectfully submitted,

FRANK O. BALDWIN, *Principal.*

# COURSE OF STUDY.

| YEARS | TERMS | ENGLISH | HISTORY | SCIENCE |
|---|---|---|---|---|
| FIRST YEAR | | 3 | 3 | 3 |
| | *Fall* | Lessons, Composition. Whittier. | History of England. | Physiology. |
| | *Winter* | Lessons, Composition. Longfellow. | History of England. | Commercial Law. |
| | *Spring* | Lessons, Composition. Gen'l view of American Poetry. | History of England. General view. | Commercial Law. |
| SECOND YEAR | | | | 4 |
| | *Fall* | Rhetoric. American Essayists and Orators. | Developm't of English Constitution. | Physics. |
| | *Winter* | Rhetoric. American Novelists. | Civil Gov't in U. S. | Physics. |
| | *Spring* | Rhetoric. Gen'l view of Amer. Prose. Compositions throughout the year. | Civil Gov't in U. S. | Physics. } Chemistry. } |
| THIRD YEAR | | | | 4 |
| | *Fall* | | History of Greece. | Chemistry. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts in English. | History of { Greece. Rome. | Chemistry. |
| | *Spring* | | History of Rome. | Botany. |
| FOURTH YEAR | | | | 5 |
| | *Fall* | | Mediæval, topics, lectures. | Geology. } Astronomy. } |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts. Historical Grammar. | Modern, topics, lectures. | Astronomy. } Geology. } |
| | *Spring* | | Nineteenth Century. —Comparison of Govern'ts of U. S., Eng., France and Germany. | Political Economy. |

**Music, Drawing, Declamations, Themes, Military Drill,**

# PUNCHARD FREE SCHOOL

| MATHEMATICS | | LATIN | GREEK | FRENCH | ART |
|---|---|---|---|---|---|
| 4 | 5 | 5 | | | |
| Algebra. | Arithmetic. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar, Sight Reading. | | | |
| 5 | | | 4 | 4 | |
| Algebra. | | Cæsar, Composition. | Lessons, Anabasis. | Grammar. | |
| Geometry, Algebra. | | Cæsar, Composition. | Lessons, Anabasis. | Grammar, Authors. | |
| Geometry, Algebra. | | Cæsar, Composition, Sight Reading. | Lessons, Anabasis. Sight Reading. | Grammar, Authors. Sight Reading. | |
| 5 | | | | | |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Music. |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | |
| Geometry, Algebra. | | Cicero, Composition. Sight Reading. | Selections from Xen. Composition. Sight Reading. | Authors, Comp. Sight Reading. | |
| Solid Geometry. | | 4 Virgil, Composition. | Iliad, Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Art. |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | |
| Review of Arithmetic. | | Virgil, Ovid, Composition. Sight Reading. | Review, Composition. Sight Reading. | Authors, Comp. Sight Reading. | |

**Gymnastics throughout the course.**

## TRUSTEES OF PUNCHARD FREE SCHOOL.

Samuel H. Boutwell, Rev. Frederic Palmer.
George Gould, Rev. Frank R. Shipman,
Charles H. Gilbert, until March 1895,
George A. Parker, after March 1895,
Rev. F. W. Greene, George. H. Poor,
Horace H. Tyer

## ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1894–95.

President, Rev. Frederic Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:
Rev. Frederic Palmer,
Rev. F. W. Greene,
Rev. Frank R. Shipman.

Prudential Committee:
George Gould,
Horace H. Tyer.

Auditing Committee:
George Gould,
Charles H. Gilbert, until March 1895,
George A. Parker, after March 1895.

## TEACHERS.

Allen Latham, Principal.
Mary E. Höhn Dern, Assistant.
Mary Alice Abbot, Assistant.
Edith Lockwood Taft, Assistant.

# REPORT

OF

# THE SCHOOL COMMITTEE

OF THE

# TOWN OF ANDOVER, MASS.

FOR THE SCHOOL YEAR

# 1896




ANDOVER, MASS.
THE ANDOVER PRESS, PRINTERS
1897

# SCHOOL COMMITTEE, 1896-97.

| | | | | |
|---|---|---|---|---|
| J. Newton Cole, Chairman, | Term expires | March | | 1897 |
| John Alden, | ,, | ,, | ,, | 1899 |
| John N. Cole, | ,, | ,, | ,, | 1899 |
| William Odlin, | ,, | ,, | ,, | 1899 |
| George D. Pettee, | ,, | ,, | ,, | 1897 |
| William Shaw, | ,, | ,, | ,, | 1897 |
| Thomas David, | ,, | ,, | ,, | 1898 |
| Mrs. Elizabeth T. Hincks, | ,, | ,, | ,, | 1897 |
| Mrs. L. A. Wilson, | ,, | ,, | ,, | 1898 |

G. E. Johnson, Secretary and Superintendent.

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Regular Meetings of the Committee

The last Tuesday of every month at 7.30 P.M.

---

## TRUANT OFFICERS.

L. W. Bodwell, Centre and West Parish.

H. M. Hayward, Ballard Vale.

## STANDING COMMITTEES.

Advisory and Auditing Committee:

John N. Cole. J. Newton Cole, Thomas David.

Committee on Teachers and Music:

John Alden, Mrs. L. A. Wilson, Geo. D. Pettee.

Committee on Text-books and Supplies:

Mrs. Hincks, William Shaw, William Odlin.

Sub-Committees:

Stowe, John Dove, and Abbot Village Schools: John Alden, Geo. D. Pettte, William Odlin.

Ballard Vale, Holt, and Scotland Schools: William Shaw, Mrs. L. A. Wilson, and J. Newton Cole.

West Centre, Frye, Osgood, Bailey, Abbott, and North Schools: John N. Cole, Thomas David, and Mrs. Hincks.

## SCHOOL CALENDAR FOR THE YEAR 1897.

| | |
|---|---|
| Winter term begins Jan. 4. | Winter term closes April 2. |
| Spring term begins April 12. | Spring term closes June 25. |
| Fall term begins Sept. 13. | Fall term closes Dec. 24. |

# REPORT

## OF THE SCHOOL COMMITTEE.

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*To the Citizens of the Town of Andover:* —

While no new buildings have required the attention of your Committee or demanded large expenditures of funds during the past year, various needed improvements have been made in some of the buildings and on the school grounds.

Work on the grading in front of the Punchard and John Dove schools begun in 1895 has been continued, but is not yet completed. Enough has been accomplished to show what a decided improvement it will be when done. The work here should be continued, and it seems imperative that the Bartlet street sidewalk be concreted and similar walks laid to the school-house doors.

It is the opinion of the board that none of our school-houses are in the condition they should be for the best good of the pupils, and it is desirable that each year something be done in the way of beautifying either the houses themselves or the surrounding grounds.

Other more serious matters in connection with the management of the schools themselves have been settled according to the best judgment of the board, and it is earnestly hoped

that all who are interested in the welfare of Andover's schools will read the annual report of our Superintendent.

For the current year the Board asks for the following appropriations : —

| | |
|---|---|
| Schools . . . . . | $20,000 |
| School-houses . . . . | 2,500 |
| Books and supplies . . . | 1,500 |

Respectfully submitted,

For the Board,

J. NEWTON COLE,
CHAIRMAN.

# REPORT

OF

# THE SUPERINTENDENT.

---

*To the School Committee of Andover :*

I desire first of all in this report to present to the people of Andover a simple, clear account of our public schools.

There are in Andover, not counting the Punchard Free School, 12 public schools, with 31 occupied rooms and a corps of 31 regular teachers, 1 special teacher and 3 apprentices. There are enrolled 1022 children, an increase of 56 over last year for corresponding terms.

The course covers nine years after the kindergarten. Children may now enter the public schools at three and four years of age by means of the kindergartens in the Abbott Village and John Dove schools. The full course in the kindergarten covers two years. The aim of the kindergarten is, briefly, to teach children to do things systematically and in order, while at the same time they are actuated by their love of play and imitation ; to develop in them habits of obedience and a bending of one's own will to the will of all ; to train the voice and increase power in the use of language ; the eye in color and form, the hands in occupations, and the whole body into a healthy activity and control. The kindergarten furnishes a natural transition from the home life to that of the public school ; it gives the child much information about common things ; it aims directly to cultivate respect

for every kind of honest work and an appreciation of those who do it; it leads him to observe and think; and above all it provides an early moral training for many children which has no superior. A few years ago it was claimed that of the 15,000 children from the worst quarters of the city of San Francisco, who in the previous ten years had come under the influence of the kindergarten, one only had been recorded as coming before the police court of that city.

## READING.

When the child enters the primary school he receives his first lesson in reading. He is not taught the alphabet at first, but is taught to read complete sentences from the blackboard. At the first lesson the teacher gathers a group of little ones about her and, overcoming their timidity, engages them in a pleasant conversation, perhaps about their pets at home. A child, enthusing at the thought of his cat, exclaims, "I have a cat;" and very likely every child in the group eagerly informs the teacher of a similar fact. This sentence is taken as the teacher's cue. From among her models is produced a cat. Of course the children are interested as they never were in the letter A and the letter B; questions and answers follow rapidly. At the right moment the teacher asks: "Do you wish to see me make the chalk say, 'I have a cat?' Now watch!" and the sentence is quickly written. In this way children learn to read many complete sentences. They point out different words in the same sentence and the same word in different sentences. Meanwhile the teacher is leading the children to recognize words spoken slowly and more slowly until they can recognize words "spelled by sounds." Later the children learn the sounds of the letters, the names of the letters and to tell new words from the sounds of their letters. Some words are taught by sight only. All words are written by the children, and phonetic words are spelled both by sound and by letter.

Just as soon as children can read from a book, effort is

made to give them good literature to read. In the second year and after, they often read stories and books silently at their seats. Mother Goose, fairy tales, myths, fables and legends form a prominent part of the early reading. In the third grade, this year, children have read the entire story of Robinson Crusoe in shortened form. Among the first stories to be told or read are such as the following: Red Riding Hood, The Three Bears, The Lion and the Mouse, Cinderella, The Ugly Duckling, and Bible stories as, Daniel in the Lions' Den, Abraham and Isaac, Elijah and the Ravens. As the children pass up the grades, besides the ordinary readers which often contain much good reading, they read Scudder's Fables and Folk Stories, Anderson's Fairy Tales, Hawthorne's Wonder Book, Old Greek Stories, Robinson Crusoe, Aesop's Fables, Kingsley's Water Babies, Lamb's Tales from Shakespeare, entire selections from Longfellow, Lowell, Scott, Irving, Ruskin, and that masterful collection of good literature by Prof. Norton, known as the Heart of Oak Books.

Before the sixth year, children have read and heard a good deal about the lives of some great and good men, but in the sixth grade, begins, at present, the reading of a simple and attractive History of the United States. This history is rather a collection of stories of such men as Columbus, John Smith, Washington, Lincoln, than a regular history. In the seventh year is read Scudder's Short History of the United States. During the course other reading, such as Nature stories, geographical readers, is supplied. Our course in reading is not yet perfectly uniform nor the best that we can make it. Economy has necessarily affected our choice of reading in a great measure.

The central thought in the teaching of reading, after the child has learned to read with some ease, is to teach him to read intelligently and to know and to love good literature.

It may be of interest to add that one of our teachers has carefully studied the catalogue of the Memorial Hall Library and made graded lists of books adapted to children

of certain ages. Lists of books for optional home reading are often placed for the benefit of children upon the blackboard, and in many ways teachers attempt to exert a wise and interested influence upon the home reading of children.[1]

## ARITHMETIC.

During the first year children are taught to count, add, multiply. and divide numbers to ten. All combinations at first are made with objects, the child actually adding, taking away, multiplying, and dividing with his own hands. On the board may be seen examples like the following for the children to work upon their slates: $4+2=$, $6\div3=$, $2\times3=$, $6-4=$. The fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ are also learned, and the most familiar weights and measures, and coins.

Similar work is continued in the second year, the largest number used being 50. The following is a paper by a child in second grade. This paper and all that are printed in this report, unless otherwise stated, are reproduced as they first came from the hands of the children. They are designed not so much to give an idea of the excellency of the work as to show the kind of work done. Whole sets of papers may be seen by visitors to our schools at any time, or at the Superintendent's office. In the lesson illustrated below, the children were told to make six combinations with the number 24, each, in addition, subtraction and division. The multiplication examples were dictated:

| | | |
|---|---|---|
| $12 + 12 = 24$ | $24 - 5 = 19$ | $24 \div 2 = 12$ |
| $23 + 1 = 24$ | $24 - 9 = 15$ | $20 \div 4 = 5$ |
| $22 + 2 = 24$ | $24 - 7 = 17$ | $24 \div 4 = 6$ |
| $19 + 5 = 24$ | $24 - 6 = 18$ | $18 \div 6 = 3$ |

[1] In the third grade, recently, 18 out of 33 children, in writing letters, mentioned books they had read at home. They mentioned on the average three books each, such as Alice's Adventures in Wonderland, Through the Looking Glass, Dotty Dimple, Five Little Peppers, Little Men, Little Women, Beautiful Joe, and Black Beauty.

| | | |
|---|---|---|
| $17 + 7 = 24$ | $24 - 3 = 21$ | $21 \div 3 = 7$ |
| $20 + 4 = 24$ | $24 - 8 = 16$ | $28 \div 4 = 7$ |
| $4 \times 6 = 24$ | | |
| $4 \times 2 = 8$ | | |
| $3 \times 7 = 21$ | | |
| $6 \times 4 = 24$ | | |
| $2 \times 8 = 16$ | | |
| $3 \times 6 = 18$ | | |

Paper in fractions, measures, and money, by child in second year:

1. ¼ of 16 apple trees is how many apple trees?
   ¼ of 16 apple trees is 4 apple trees.
2. How many pints in 3 quarts?
   There are 6 pints in 3 quarts.
3. How much will 4 yards of ribbon cost at 4 cents a yard?
   4 yards will cost 16 cents.

In the third year is begun the study of Walsh's Elementary Arithmetic. This arithmetic differs from the old arithmetics mainly in the order of presenting subjects. Formerly addition, subtraction, multiplication and division were taught in the order here given. The order observed in the Walsh arithmetic is addition (no carrying), subtraction (no borrowing), addition (carrying), subtraction (borrowing). We attempt to teach children to make subtraction practically the same process as addition. To illustrate: The child has this example in subtraction, $\frac{15}{8}^{7}$. He is led to think not from 15 back to 7, but from 7 ahead to 15, and he says to himself that 7 and 8 are 15, and he sets down the answer 8. Perhaps the example is in this form $\frac{15}{8}^{?}$. His question is, 8 and what are 15?

After addition and subtraction we teach multiplication by 2, division by 2, multiplication by 3, division by 3, and so on to 5. Then comes simple work in U. S. money, fractions, and liquid measure, which is followed by multiplication by 6, division by 6, and so on.

Written lesson in fractions. Paper by a child, third year in school:

| | | |
|---|---|---|
| ⅓ of 96 = 32 | ⅓ of 84 = 28 | ⅓ of 72 = 24 |
| ⅓ of 48 = 16 | ⅓ of 60 = 20 | ⅓ of 192 = 64 |
| ¼ of 96 = 24 | ¼ of 84 = 21 | ¼ of 72 = 18 |
| ¼ of 48 = 12 | ¼ of 60 = 15 | ¼ of 192 = 48 |

In the fourth year children learn multiplication by numbers of two or more figures, long division, easy fractions, mixed numbers and denominate numbers. Illustrative paper in long division, multiplication by a mixed number, and addition of mixed numbers, by a child, fourth year in school:

1. 213 ) 86478 — 406 Ans.
   852
   1278
   1278

2. 546 ) 92820 — 170 Ans.
   546
   3822
   3822

3. 657 ) 95922 — 146 Ans.
   657
   3022
   2628
   3942
   3942

4. 2001 ) 96048 — 48 Ans.
   8004
   16008
   16008

2001
48
16008
8004
96048 Proof.

5. 112
218¾
———
896
112
224
———
24416
84
———
24500 Ans.

$$112 \times \tfrac{3}{4} = \frac{336}{4} = 84$$

6. 144
666⅔
———
864
864
864
———
95904
96
———
96000 Ans.

$$144 \times \tfrac{2}{3} = \frac{288}{3} = 96$$

7. $21\frac{2}{3}$, $\frac{4}{6}$
$5\frac{1}{6}$, $\frac{1}{6}$
8
$16\frac{1}{2}$, $\frac{3}{6}$
1
———
$51\frac{2}{6}$ Ans.

8. 32
$9\frac{1}{2}$, $\frac{4}{8}$
$16\frac{3}{4}$, $\frac{6}{8}$
$4\frac{7}{8}$, $\frac{7}{8}$
2
———
$63\frac{1}{8}$ Ans.

Illustrative paper in U. S. money, weights and measures. Fourth year:

1. Paid $5.25 for 3 yards of silk, what will be the cost of 4 yards?

2. I bought 27 lbs. of 6c. sugar, and 8 bars of soap at 15c. per bar, what was my bill?

3. How many pints of milk in 24 gallons?

4. A piece of cloth measures 720 inches. how many yards does it contain?

5. At 3 cents per ounce. what what will be the cost of 5 pounds of pepper?

1. 3 ) $5.25

$1.75

4

$7.00 Ans.

2. 27 lbs. .15

.06 8

1.62 $1.20

1.20

$2.82 Ans.

3. 24

8

192 pints. Ans.

4. 20 yds. Ans.

36 ) 720

5. .03

.16

.48

.48

5

$2.40 Aus.

Addition of mixed numbers. Paper by child. fifth year in school:

1.

| | |
|---|---|
| | 72 |
| $10\frac{3}{5}$ | 48 |
| $6\frac{4}{9}$ | 32 |
| $5\frac{7}{8}$ | 63 |
| 21 | 143 |
| 1 | $\frac{143}{72} = 1\frac{71}{72}$ |
| $22\frac{71}{72}$ | Ans. |

$$3\,)\,\frac{2}{3}+\frac{4}{9}+\frac{7}{8}$$

$$1-3-8=72$$

2.

| | |
|---|---|
| | 120 |
| $6\frac{3}{5}$ | 72 |
| $4\frac{4}{15}$ | 32 |
| $7\frac{3}{5}$ | 45 |
| $\frac{2}{3}$ | 80 |
| 17 | 229 |
| 1 | $\frac{229}{120} = 1\frac{109}{120}$ |
| $18\frac{109}{120}$ | Ans. |

$$3\,)\,\frac{3}{5}+\frac{4}{15}+\frac{3}{8}+\frac{2}{3}$$

$$5\,)\,5-5-8-1$$

$$1-1-8=120$$

3. $\frac{2}{3} + \frac{3}{4} + \frac{4}{5} + \frac{5}{6} = \frac{40}{60} + \frac{45}{60} + \frac{48}{60} + \frac{50}{60} = \frac{183}{60} = 3\frac{3}{60}$ Ans.

40
45
48
50
---
183

$3)\ \frac{2}{3} + \frac{3}{4} + \frac{4}{5} + \frac{5}{6}$

$2)\ 1 - 4 - 5 - 2$

$1 - 2 - 5 - 1$

Division of Decimals. Paper by child, sixth year in school:

544.382 Ans.

1. $.089_{\Lambda})\ 48.450_{\Lambda}$

445
---
395
356
---
390
356
---
340
267
---
730
712
---
180
178

5.343 Ans.

3. $64.8_{\Lambda})\ 346.2_{\Lambda}5$

3240
---
2225
1944
---
2810
2592
---
2180
1944

9.245 Ans.

2. $4279)\ 39562.478$

38511
---
10514
8558
---
19567
17116
---
24518
21395
---
3123

60.33 Ans.

4. $29.57_{\Lambda})\ 1784.00_{\Lambda}$

17742
---
9800
8871
---
9290
8871

Accounts. Paper by child, sixth year in school:

Andover, Jan. 22, 1897.

FLOSSIE LINDSAY,

Bought of J. H. CAMPION.

| 1897. | | | | |
|---|---|---|---|---|
| Jan. 1. | 1 lb. Graham Crackers, | at $ .10 | $ | 10 |
| | 1 bbl. Flour, | " 5.50 | 5 | 50 |
| | 1 lb. Coffee, | " .45 | | 45 |
| | 1 doz. Eggs, | " .32 | | 32 |
| | 2 boxes Salt, | " .10 | | 20 |
| | 3 lbs. Ginger Snaps, | " .08$\frac{1}{3}$ | | 25 |
| | 2 lbs. Tea, | " .60 | 1 | 20 |
| | | | $8 | 02 |

Rec'd payment,

J. H. CAMPION.

Paper in interest, by child seventh year in school:

1. Find the interest on:

   $750, for $2\frac{1}{2}$ years, at 6 %.

   Principal $\times$ $\frac{\text{Rate}}{100}$ $\times$ Time (in years) = Interest.

   [1] 3.75

   7.50

   $\$750 \times \frac{6}{100} \times \frac{5}{2} = \$112.50$, Interest.

   Explanation. — If the interest on $750 for 1 year at 6 % is $\frac{6}{100}$ of 750, for $\frac{5}{2}$ years it would be $\frac{5}{2}$ of $\frac{6}{100}$ of $750, which is $112.50.

2. $84.75, — $3\frac{1}{5}$ months, at 4 %.

   $3\frac{1}{5}$ months $= \frac{3\frac{1}{5}}{12}$ yr. $= \frac{16}{60}$ yr.

   .0565

   .8475

   $84.75 \times \frac{4}{100} \times \frac{\frac{16}{60}}{15} = \$.90+$, Interest.

3. 308.25 from October 1 to October 21, at 5 %.

   From October 1 to October 21 = 20 d.

   .3425

   3.0825

   $308.25 \times \frac{5}{100} \times \frac{1}{\frac{18}{2}} = \$.85+$, Interest.

[1] The cancellations here are indicated by writing the results above. In this paper and two others in Arithmetic, one or two very slight corrections have been made.

In the eighth and ninth years in connection with arithmetic is taken up simple work in algebra and geometry. Paper in algebra by pupil in eighth year:

1. $\frac{8x}{3} - \frac{2x}{5} = 136$

$40x - 6x = 2040$

$34x = 2040$

$x = 60$ Ans.

2. $3\frac{5}{8}x = 116$

$\frac{29x}{8} = 116$

$29x = 928$

$x = 32$ Ans.

3. $\frac{x}{2} + \frac{x}{3} + \frac{x}{4} = 39$

$6x + 4x + 3x = 468$

$13x = 468$

Ans. $x = 36$

4. $6x - 14 = 15 + x$

$6x - x = 16 + 14$

$5x = 30$

$x = 6$ Ans.

Paper in Bank Discount, eighth year:

1. Find the date of maturity, term of discount, discount and proceeds of a note dated October 30, 1894, face $234, time 90 days, discounted January 5, 1895, at 6%:

Oct. 30, 194, + 93 days = Jan. 31, 1895, date of maturity.

From Jan. 5, 1895, to Jan. 31, 1895, = 26 d., term of discount.

$$\frac{26}{360} = \frac{13}{180} \quad \frac{13}{180} \text{ of } \frac{6}{100} \text{ of } \frac{\$234}{1} = \frac{\$1521}{1500} = \$1.014 \text{ discount.}$$

$234.00
1.014

$232.986 = $232.99 –, Proceeds.

2. Find the date of maturity, term of discount, discount, and proceeds of a note dated January 2, 1895, face $95.90, time 2 months, discounted February 13, 1895, at 6 %:

Jan. 2, 1895, + 2 mos., 3 days = March 5, 1895, date of maturity.

From Feb. 13, 1895, to March 5, 1895, = 20 d., term of discount.

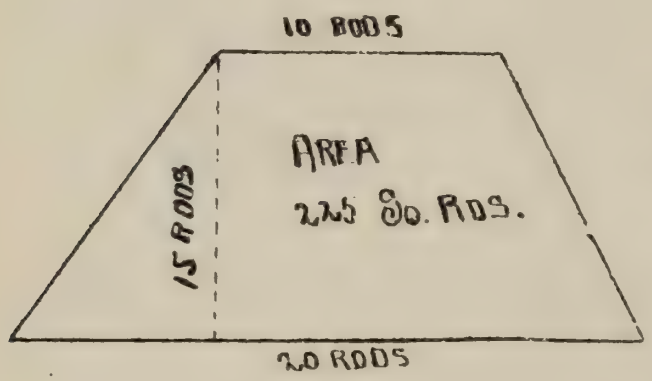
$$\frac{20}{360} = \frac{1}{18} \quad \frac{1}{18} \text{ of } \frac{6}{100} \text{ of } \frac{\$95.90}{1} = \frac{\$95.9}{300} = \$.319 +, \text{ disc't.}$$

$95.00
.319+

$94.681+ = $94.68 +, Proceeds.

Example in mensuration, solved by pupil in ninth year, using algebraic equations:

One parallel side of a trapezoid is 20 rods, the perpendicular is 15 rods, the area is 225 square rods. Find the length of the other parallel side?




$$225 = \frac{20 + x}{2} \times 15$$

$$450 = (20 + x)\,15$$

$$450 = 300 + 15x$$

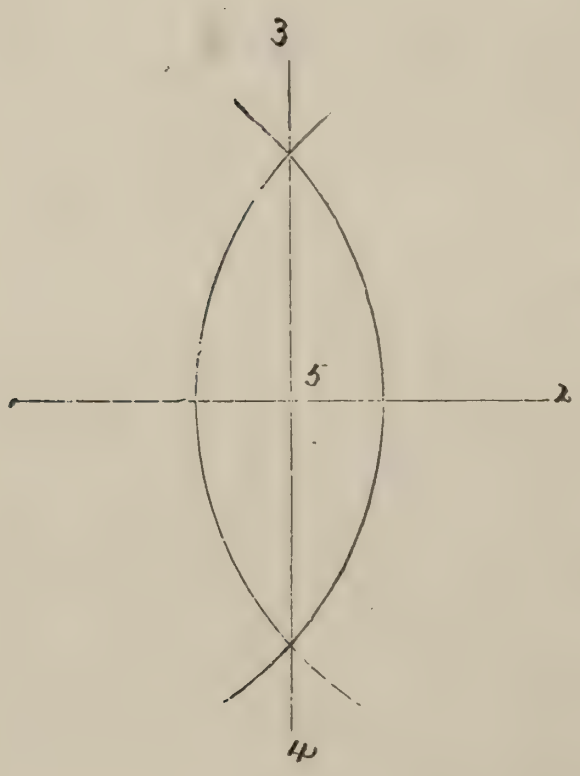
$$450 - 300 = 15x$$

$$150 = 15x$$

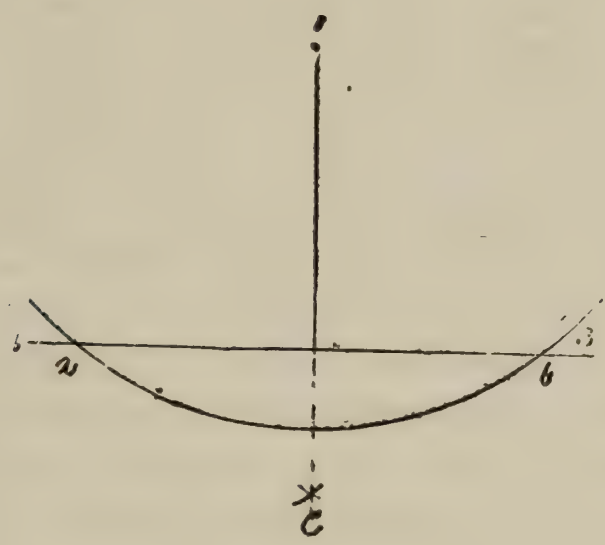
$$10 = x \quad \text{Ans.}$$

Paper in constructive geometry by pupil, ninth year:

1. To bisect a given line.

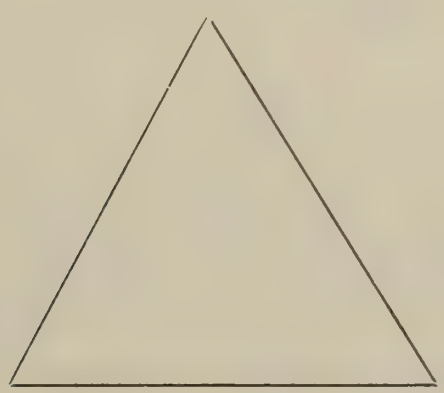


2. From a point without a line, to draw a perpendicular to the line.




3. Define and illustrate an Equilateral Polygon.

An Equilateral Polygon is one whose sides are equal each to each.



It is not possible, by means of these papers, gathered almost entirely at random, to give a perfectly clear view of the progression in the course in arithmetic. Indeed, it may seem to some at first reading, that it is a rather mixed-up course, but such is by no means the truth. Although a child in the fourth grade may be doing work in fractions, and his

brother in the fifth grade may also be doing work in fractions, the older boy has made a decided advance over the work of the previous grade. The child has the advantage of a constant review, but at each return to the subject he takes a step in advance of his previous work, both as to difficulty and scope of application. Notice illustrations of addition of mixed numbers in fourth year, and fifth year; long division in fourth year, and division in sixth year; examples 1, 2 and 5 in purchasing, fourth year, and accounts of sixth year.

I have no doubt that parents are sometimes puzzled when children bring home their books, at the unfamiliar look of the arithmetic and the forms used in solving examples. The changes, as a rule, are seen to be slight when one catches the idea. In long division the quotient is written over the dividend as in the papers illustrating long division. This is better than the old way because it keeps units under units and tens under tens, etc., as we always have done in addition, subtraction and multiplication. In division of decimals, by this position of the quotient, the child is able to fix the decimal point with great accuracy. Notice in the first example in division of decimals, sixth year, how the child has first of all indicated the position of the decimal point by the (∧) caret.

84
$13\frac{3}{4}$
4 ) 252
63
252
84
1,155

In multiplying by a mixed number, as in the illustration here given, the child multiplies as he has been accustomed in earlier multiplications, beginning with the extreme right. The new forms are not necessarily taught if children have previously learned a different method.

In addition of mixed numbers, the common denominator is written to the right and above, as seen in the examples given in fifth year work. The several numerators are written below, added, and the denominator written beneath. This gives a compact, orderly and simple form for the solution of these rather disorderly problems.

## COMPOSITION AND GRAMMAR.

The first language lessons are given in morning talks. The teacher leads the children in a pleasant, simple conversation about things of childish interest. Written language work is begun by copying sentences from the reading lessons. In the first year the child learns to begin a sentence with a capital letter, to use the period, question mark, capital I and to begin names of persons with capital letters.

The following is a lesson in written composition work by a second year child. The teacher talked with the class and together they made up the following, each child afterwards writing it neatly. This paper, as all that are given, are reproduced as they first came from the children, as regards language, spelling, punctuation, capitalization and arrangement :

I am a frog.
I am going away to stay all winter.
I get into a little hole in the ground.
I stay there through the cold winter.
I sleep all the time.
I have nothing to eat but I keep nice and fat.
Good-bye, little children.
I will come to see you in the spring.

In the third year children learn to write a letter in good form. They also make some attempt at paragraphing. The following are letters by third year children. The second letter was re-written :

Andover, Mass.
Nov. 30, 1896.

Dear Miss ———,

I am glad you had a merry time. Did you have a turkey for Thanksgiving? Are you going to have a turkey every Thanksgiving? Do you like turkey for Thanksgiving? We had nuts, oranges, candy and grapes. It was on Thursday. Did you have nuts? Did you go to Boston? I did not go to Boston. Did you hear about —— —— going away? He moved to Law-

rence. His mother went with him. She went into a boarding house. She had six rooms and ten boarders. I am lonesome without him. He came up Saturday.

Your loving friend,

———.

Andover, Mass.,
Feb. 2, 1897.

Dear Mr. ———,

We are writing The Children's Hour in our blank books.

I like to read different books very much. We are reading Robinson Crusoe now. I think that Robinson had a hard time. Have you ever read it?

I have read Beautiful Joe, and Black Beauty. One is about a dog and the other is about a horse. I like Black Beauty better than the other. I do not find any books that I like any better.

I like to slide down hill. There is a hill or bank at the side of our house. I slide there lots of times.

I have not been sleigh riding yet, but I am going to-morrow. Have you been? I am going to slide to-night. And have some others come over and slide too.

I can not stop to write more.

Your little friend,

———.

The writing of stories that have been told or read is a frequent exercise. The following story by a fourth year child was written from pictures and questions:

THE HAWK AND THE CHICKEN.

One day a little chicken went out to see the world. He reached a big bare rock. He could see the farm-house. He wished to travel very much. He was not used to be alone.

Suddenly he heard a noise above him. It was a hawk. He could see the shadow of the hawk. The hawk was very near him. He saw a little hole not far. So he ran in there. The hawk couldn't get in there.

When he got home to his mother he told her about it. She told the little chicken that it should not travel. And it didn't travel any more.

Much of the nature work is included in the language lessons, so that we are at the same time giving one of the best exercises in writing and spelling. The following is such a lesson by a second year child:

THE CAT.

The cat catches mice.
Pussy wears a thick coat of soft fur.
She has whiskers, too.
The cat's ears are large and straight.
She has paws on her fore legs which she uses like hands.
Her paws have each five toes, but her hind feet have only four toes each.

For practice in punctuation the teacher often dictates short sentences to be written by the children. The following are papers written from dictation by children of the fourth year.

QUOTATIONS.

John said, "Come and play."
"Is that you?" asked his mother.
"I have a doll," said the little girl.
Nellie cried, "Will you play?"
The boy shouted, "Ring! ring!"

CONTRACTIONS.

It isn't dark now.
The flowers don't hang their heads.
The birds aren't hidden.
The rain doesn't fall.
The hay hasn't been spoiled.

Children in the third year acquire something of the "sentence sense." Nouns for subjects and verbs for predicates are given the children and they write sentences using the words given. Before the definition of subject and predicate is learned, children really distinguish them and understand the nature of each. These sentences were handed in by a

third year child: Mary sweeps. Mary dusts. Dishes rattle. Clocks strike. By a very gradual process the child acquires a knowledge of technical grammar.

Paper illustrating original sentences and the underlining[1] of simple subject and predicate by child in the fifth grade, principal words given:

*You* LEARN your lessons quickly.
*I* TEACH geography, arithmetic, and language.
My *scholar* LEARNS geography.
That *lady* TEACHES in the John Dove School.
*I* AM LEARNING about Europe in school.
*We* ARE LEARNING about tea and coffee.
*You* ARE TEACHING the ninth grade.
His *lesson* WAS LEARNED quickly.
Their *lessons* WERE LEARNED quickly.
*They* HAVE TAUGHT five years.

Composition work is continued after technical grammar has been begun. There has been a tendency to decrease the amount of imaginative writing in the higher grades, but this should not be the case. The following is an original story by a child, sixth year in school:

AT GRANDMA'S HOUSE.

Once there lived six children on the outskirts of Chicago, whose names were Burtt, they did not like to stay in the house, but liked to romp about outside.

One day in hot July their father and mother proposed to go and see Grandma Flint, who lived about ten miles farther into the country. The children were all glad of this because they liked to go and see Grandma.

As it was a good distance to the depot they proposed to take Dot the horse and drive.

They were all up bright and early in the morning ready to start. As it was a long way to Grandma's they kept the horse running most of the time.

[1] The underlining has been interpreted by the printer, italics for subject, small capitals for predicate.

When they got there she was so glad to see them that she had to kiss them all around before they could get out of the carriage.

About three days after they came they were out playing about the yard, and Ned who was about eight years old and as full of mischief as he could hold; said "Oh! lets go and slide down the roof of the hen-house it will be heaps of fun."

"But how will be climb up?" said Louis. "Oh we will find a way. There's a ladder for the girls to climb up on; and we boys can climb up the side of the roof."

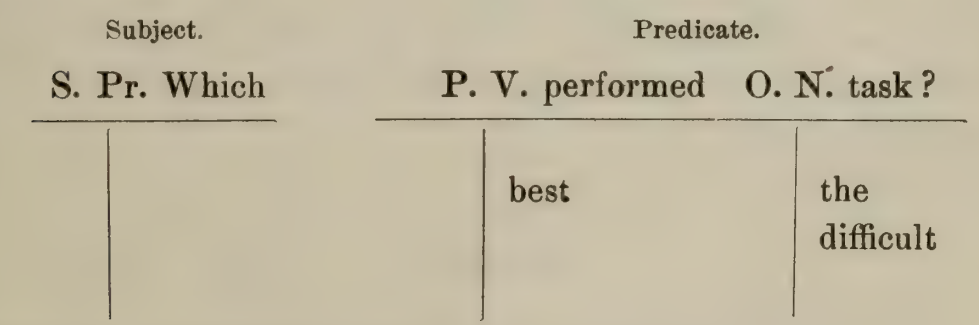
Oh wont that be fun cried Nellie who had been listening intently to what her brothers had been saying. So they went out to the hen-house.

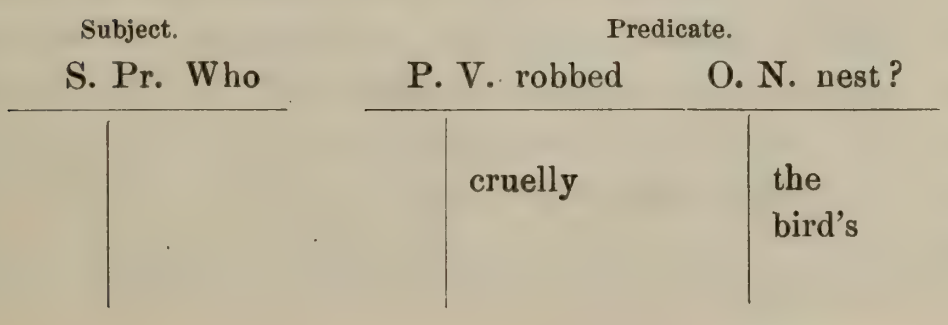
They played here till it grew dark then they started for the house their Grandma asked them where they had been.

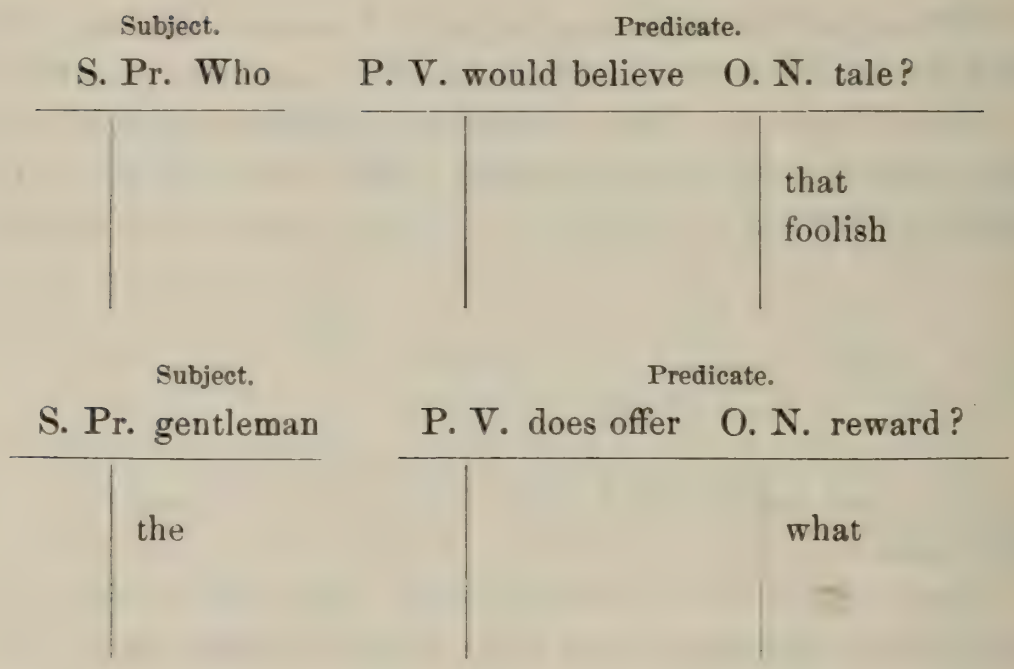
She saw Ned's finger cut, Louis's trousers torn, and Nellie's dress torn.

They did not want to tell at first but afterward they told her all about it. For this she whipped them severely for being so thoughtless.

In the sixth year children begin the study of a simple introductory grammar. Paper in analysis by child, sixth year in school:






Paper in written analysis by pupil, eighth year:

He goes on Sunday to the church,
And sits among his boys.

"He" is the subject.

"Goes on Sunday to the church, and sits among his boys," is the predicate. "He" is the subject pronoun. The compound predicate is "goes and sits." The word "goes" is modified by the phrase "on Sunday" and also by the phrase "to the church." Church is modified by the word "the." "Sits" is modified by the phrase "among his boys." Boys is modified by the word "his." The two parts of the compound predicate are connected by the conjunction "And."

## GEOGRAPHY.

In the first and second years the children are led to observe some of the simplest facts of geography. They learn and apply terms of position, direction, north, south, east and west; they observe and talk about the weather, temperature, frost, rain, snow, position of the sun in summer and winter, etc.

In the third year the children learn about the physical

features of Andover, hills, valleys, brooks. rivers, ponds; about the animals, produce of the farm, manufactures, stores and local trading. They model in sand miniature hills, plains, valleys and river courses. They draw maps of the school room, the school yard, and Andover. The following is a paper on the Geography of Andover, with map drawn from memory, by child, fourth year in school. The spelling only was corrected:

ANDOVER.

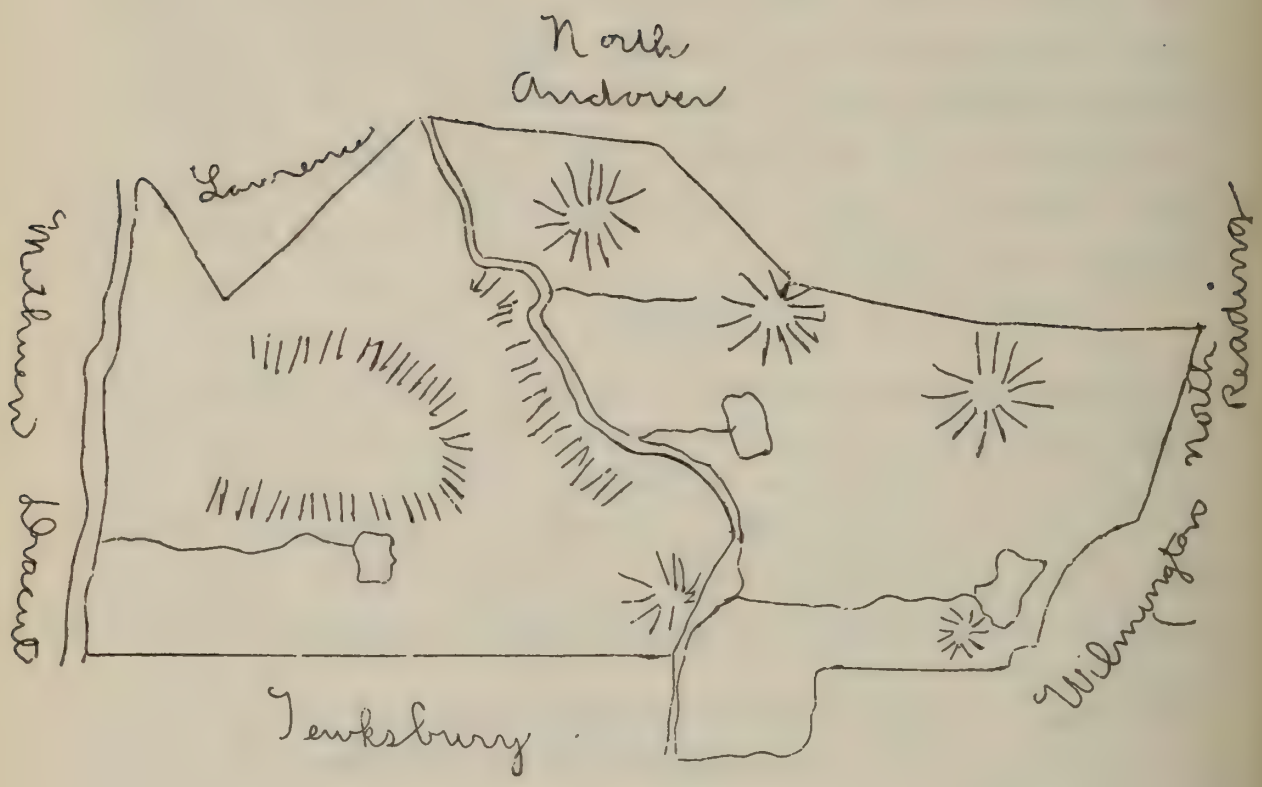
Andover is a town in Essex County in the north eastern part of Massachusetts, it is a large town nearly a city. It is said that Andover was named for Andover in England. Another story that may not be quite true, is that before Andover was anything but a settlement, a man was traveling though it, when he got home the people asked him where he had been, he told them that he went over Andover And-over the hills.

The town was incorporated as a town in the year sixteen forty-six. But has grown a great deal since then, for houses are being built all the time. The population of Andover which was taken not long ago was said to be six-thousand two-hundred.

The surface of Andover is hilly, the names of some of the hills are, Carmel, Carters, Prospect hill which is the highest point in Essex County four-hundred twenty-three feet above the sea level, Rattlesnake hill which has very steep slopes, which nearly slope into Foster's pond, Pole hill and Indian Ridge which used to be inhabited by Indians. Some of the ponds and rivers are Pomps, Haggetts, Fosters, Rabbits, Husseys and Poors, ponds, the Shawshin and the Merrimac are the rivers. The manufactured goods of the people of Andover are, Rubber, Ink, Woollen, Cotton, Flax and Twine articles and goods.

Some of the noted people of Andover are, Prof Churchill who is a great reader, Mr. Winchester Donald who is pastor of Trinity Church, Boston, Miss McKeen, Elizabeth S. Phelps authoress, Prof Tucker president of Dartmouth College, Mr. Phelps author, Prof Parks.

Some of the buildings of Andover are, Musgrove block, which is divided into many stores and halls, the Town hall, Memorial hall, Phillips and Abbot Academies The Seminary and Brechin Hall.




The study of Frye's Primary Geography is begun in the fourth year, and Frye's Complete Geography in the sixth year. These geographies differ from the older geographies in several particulars. They are designed to lead children themselves, to infer many of the facts of geography. They have more to say about the earth as a whole; they contain more about land formations, the action of rain, frost, snow, of brooks, rivers, and oceans, upon the soil; about plants, animals and races. They give less attention to the study of map questions than was formerly given, but much to commerce, products, manufactures, and important cities and peoples. Parents and citizens are invited to inspect the work in geography, recitations, maps, modeling, and papers in the school rooms. In the ninth year is studied Maury's Physical Geography.

## HISTORY.

In the sixth year the children read an attractive, easy history of the United States. This history deals mainly with the lives and deeds of such men as Columbus, John Smith, Washington and Lincoln. It is rather a collection of biographical stories than a history. All along the grades children read or have told to them at times stories of American history or of great men of other nations. In the seventh year the children get some idea of the gradual development of our nation by means of a careful reading of Scudder's Short History of the United States.

By this course, the children who leave school early in life gain some knowledge and appreciation of our nation's history, and those who complete the course come to the more detailed study of history in the eighth and ninth years with a far greater love, appreciation and grasp of the subject. One other advantage of history taught in this way is the grand moral lesson which the children so often imbibe unconsciously from the life of some great and good man. These biographical stories teem with instances by means of which the skillful teacher, without a suspicion of preaching, can implant a moral lesson of great value in the hearts of the children.

The following paper by a child, fourth year in school, illustrates the use of biographical stories in the lower grades. This paper was re-written, the child correcting mistakes without help:

### BENJAMIN FRANKLIN'S BOYHOOD.

Benjaman Franklin was born in Boston, in 1706. He was the fifteenth of seventeen children.

His fathers business was making tallow candles and soap. Franklin often helped his father. He had to tend the shop, cut the wicks of the candles and run on errands. Franklin did not like to do this. He thought it would be a nice thing to be a sailor, but his father did not want him to.

Franklin and his boy friends often went fishing in a mill pond near by. Once they made a wharf out of some stones that some men had put there for the foundation of a house. The next morning the men were surprised to find that the stones had run away during the night. When they saw the wharf they were alarmed. Franklin and some of the other boys were punished for this.

Franklin took to reading so much that his father thought he would send him to his brother who was a printer. Sometimes he sat up all night to read a book. He used to help his brother a good deal by running out with newspapers to people who subscribed for them. Once he asked his brother James to give him part of his money. He had his breakfasts on biscuits and tarts so he saved his money to buy books with.

James did not behave very well to his brother and once he was sent to prison.

Paper by child, seventh year in school :

### FIRST INHABITANTS OF AMERICA.

The first inhabitants of America were the Indians. Their skin was copper colored, their hair long, black and straight, their eyes were small, black and deep set, with the forehead projecting far over them, and their cheek bones were high. The Indian himself was tall and straight.

Columbus found the Indians in the West Indies first but later they were found in most all parts of the country.

The Indians were divided into tribes, with a chief at their head, who ruled over them.

In the north, they made wigwams, or tents covered with skins, to live in. In the South they made mud huts for their homes. The men hunted and fished for a living, while the women, or squaws as they were called, worked in the fields raising corn, potatoes and other things. Their food was what was raised in the fields and what the men brought home from their hunts or fishing trips. They wore very little clothing, what they did wear was made of skins of animals.

The Indians were a very war-like people; one tribe was always fighting with another. They were swift runners, and took part in

many games, such as races, and shooting at a target with bow and arrows. They danced war dances, dressed in war paint and feathers. They worshiped the sun as their god.

When the white men came to this country, they took the Indian's lands away from them, and drove them westward, so now there are very few Indians east of the Mississippi River.

## SPELLING.

We have increased somewhat the attention paid to spelling, especially in the lower grades. The children regularly write their word-lists, but they also spell orally a good deal. A word-list gathered from school readers and text-books and from the vocabularies of children has been prepared for the teachers of the primary grades. By the end of the sixth school year children should be able to spell with perfect accuracy at least three thousand of the most commonly used words.

## WRITING.

Vertical writing is now generally taught in the schools of Andover, except in some of the higher grades. We spend less time in drill in writing than is given in many towns and we have no special teacher in this subject, but a very decided improvement in writing has been made in many of our schools. Few people who have never tried it can realize how difficult and painstaking a matter it is to raise a class of children to good habits and high standards in their work and keep them there. The teachers who do this deserve universal gratitude.

The following photo-reproductions are two illustrations of improvement made in writing. Parents would be interested to examine full sets of papers at the school rooms:

SEPTEMBER 9, 1896.

O beautiful flakes of snow,
Falling so softly around,
I wonder what good you do
covering all the ground.

FEBRUARY 10, 1897.

O beautiful flakes of snow,
Falling so softly around,
I wonder what good you do;
Covering all the ground

SEPTEMBER 9, 1896.

O beautiful flakes of snow,
Falling so softly around,
I wonder what good you do,
Covering all the ground.

FEBRUARY 10, 1897.

O beautiful flakes of snow,
Falling so softly around,
I wonder what good ayou do
Covering all the ground

## PROMOTIONS.

How we may have well graded schools and yet not obscure the child's individuality in grade and class work is a problem difficult to solve. Children of the same grade differ greatly as to the amount of work they can do. Our schools are supposed to strike some vaguely defined average and teach all on that basis. To remedy this in a measure, the following plan is being tried in the John Dove and Stowe schools, where there is regularly one grade to a room. At the beginning of the third year the class is divided, on trial, into two divisions. These divisions become permanent at about Thanksgiving or Christmas. The first division gains one-half year over the second in the amount of work done. This is repeated the following year. The first division then, having gained a whole year's work, skips the fifth grade and enters the sixth. The same plan is followed in the sixth and seventh grades, and the first division then skips the eighth grade and passes into the ninth. The accompanying diagram will illustrate the plan.

| Regular. | Advanced. |
|---|---|
| III. | III. |
| IV. | |
| V. | IV. |
| VI. | V. |
| VII. | |
| VIII. | VI. |
| IX. | VII. |
| Graduating | Class. |

This plan is similar to the one used at Cambridge, Mass. The regular division completes the course, as has been the custom, in nine years, the advanced division completes the course in seven years. If a child enters school at five years of age and continues throughout the course in the advanced division, he will enter the high school at twelve years of age. If he passes at any point from the advanced to the regular division, he will enter the high schoool at the age of

thirteen years. If he keeps in the regular division all the way he will enter the high school at the age of fourteen years.[1]

It should be borne in mind that these two years saved to the child are really two years saved to the man. However, the health and strength of the child should influence the desire of parents and teachers to have a child do advanced work quite as much as natural quickness. Slow children should not be hurried too much, and quick children often need to be restrained. It is not necessarily a matter of congratulation to parents that their child is doing first division work, and much less is it a reason for grieving that their child is doing regular work. Genius matures early, but talent matures late, and talent is more desirable than genius. There is as much danger, perhaps, in crowding a slow boy, even though he is strong and well, as in not giving a quick boy enough to do. The great thing to be sought is to give each child that amount of work suited to his best development.

Another arrangement which has helped to lessen this evil of over grading is the mixed school in the Stowe building. This school gathered the over-flow from the crowded third and fifth grades, selecting those children who were in greatest need of individual attention. Many of these children were falling hopelessly behind in their school work, and needed help and attention that it was impossible to give in the regular classes. The result has been a new lease of intellectual life and interest to many of them. The aim of the school is thwarted in a measure by having too many children in it.

[1] As to the best time for beginning high school studies, President T. DeWitt Hyde says that the average boy can be just as well prepared to take up these at the age of eleven or twelve, as at the age of fourteen or fifteen. President G. Stanley Hall puts the period of greatest ability to learn languages through the eye from eight to fourteen. In England and on the Continent, Latin is seldom begun later than the age of twelve, and very often between the ages of nine and eleven.

## THE SELF-CULTURE OF TEACHERS.

Andover has long held a liberal policy in regard to the improvement of teachers. The rules of the School Committee require a monthly teachers' meeting, and allow the superintendent to close schools for one half day that all the teachers may attend it. Each teacher is also permitted to close school for one whole day each term to visit, and observe the work in, other schools. The teachers of Andover are showing themselves fully worthy of this policy. Teachers' meetings and visiting days are often a greater tax upon the teachers' strength than their regular work, and are in no sense of the word holidays. They also put the teachers to considerable expense during the year, which is borne willingly.

We have a teachers' library which has now reached the number of 130 volumes, half of the expense of which is met by voluntary contributions from the teachers, and half by the appropriations for text-books and supplies. Some of our teachers are pursuing a course of home study in addition to a painstaking, conscientious preparation of daily work. Classes in drawing, which meet once a week, have been formed by the supervisor of drawing, with much self-imposed labor, and even the country teachers in some cases have attended these classes regularly. On alternate Monday evenings a Seminar for teachers has been conducted, somewhat on the university plan. Early in the year the superintendent, in consultation with individual teachers, suggested topics for original investigation and study, to be pursued during the year (or for a lifetime for that matter). Some of the topics chosen are the following: Moral Training of Children, Art in School Rooms and the Practical Problem for Andover, Art in Connection with Literature for School Children, Ideals in School Management and Discipline, Exceptional Children, First Year Number Work, Educational Busy Work for First-year Children, Recurrent Errors in

Kindergarten Children, and others. The teachers take turns in presenting the results of their study, and a free discussion follows.

### MUSIC, DRAWING, AND NATURE STUDY.

The old common school studies receive their due attention in the schools of Andover, but a careful economy of time and a closer relating of subjects enable the teachers to do considerable in other lines. Drawing aids the language work, especially with the younger children in the illustration of stories; drawing aids arithmetic, and indeed, is to some extent identical with it; it is indispensable in geography and nature study; it is useful in history. Nature work is often identical with geography, color work, language, and drawing. The course in drawing aims to cultivate a love of art, while the central purpose in nature study is to awaken an intelligent appreciation and love of nature. Music and poetry are both intimately connected with nature study in our schools.

In conclusion, I desire to express the wish that parents would visit schools more. It is a great incentive to children to do well in school when they know that their parents and teacher are pleasantly acquainted. Misunderstandings often arise, especially in matters of discipline, which parents and teacher, by a personal interview, may clear away. I am grateful to those parents who have spoken to me concerning school matters, whether in counsel, commendation or complaint.

I can not withhold an acknowledgment of the earnest faithfulness I have found so often in our teachers.

I wish also to express my appreciation of the generous attitude, encouragement, and helpful counsel of the School Committee.

Respectfully submitted,

G. E. JOHNSON.

# REPORT OF TEACHER OF DRAWING AND MUSIC.

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ANDOVER, MASS., Feb. 15, 1897.

*Mr. G. E. Johnson, Superintendent of Schools of the Town of Andover.*

SIR: I have the honor of submitting to you my Annual Report for the past school year, this being my second annual report as Supervisor of Drawing and Music in the Town of Andover.

While there is still much to be wished for, I feel that I can truly say there has been a steady advance in proficiency from the youngest pupil to those in the highest grades.

I can best explain what I mean by saying that when any class is given new work to do, after a few moments spent in developing new ideas, nearly every member of the class begins at once to *do* the new work, and shows an ability for independent action that is very gratifying.

In the Form Study and Drawing very great efforts have been put forth to lead the child to see that his *model* is not the end and aim of his present lesson, only to be studied and thought of as the subject of a few recitation periods, but that it is truly a *type form* of the familiar objects he sees everywhere. That we may know he *does* associate the type form with the objects, each pupil is required to bring at least one illustration of an object based upon the type form he is studying, and mount it upon a clean sheet of paper, and preserve it as the result of his efforts to associate the type form with objects of its kind that daily surround him.

The pupils of the First and Second Grades are required to bring but one such example, the teacher mounting it and writing the pupil's name under it, many such being placed on one collective sheet, but above those grades each pupil is required to prepare an entire sheet for his individual use and study, and the result has been very satisfactory.

Another new phase of the work this year has been a thorough study of Color, reduced to such a simple basis that its study has been a constant delight as each new sheet was prepared.

During the Fall and Winter Terms, the study of color is largely technical and mechanical; but when the wealth of material comes that the Spring provides, its study and use will be intensely practical. Nature affords such an unlimited supply that the work can be made very interesting and instructive. When the little ones bring in the early blossoms, and are allowed to draw them, then color them, the teacher at the same time impressing upon them its name, place where found, and a few simple facts concerning its growth, habits and uses, the work does not degenerate into mere *fancy work*, but is a direct channel through which flows Nature Study, local geography, and material for language, number and spelling, as well as practical work in Form, Drawing and Color, and the constant cultivation of the powers of observation. The more advanced the pupil, the greater the results required.

In the upper grades, each class is given at least a month's work in the simpler examples of historic art, to cultivate a knowledge of, and an interest in the different styles.

It does not seem inapropos here for me to express the earnest wish that at some time in the near future an interest may spring up in our town to decorate the school-rooms. The children spend the best part of their waking hours in the so-called "class-room," and if the walls of that room were neatly and inexpensively tinted, two or more busts placed advantageously, I think the refining influence that such sur-

roundings would have upon the child, cannot be over estimated. We cannot expect to do this in a term, or even a year, — such a result is a slow growth, but it seems to me that if private interest in such matters is cultivated and stimulated, the result will be very gratifying. This is NOT a subject for the tax payer, as such it would lose its desired purpose, that of arousing active, *private* interest in the individual class-rooms.

The foundation for all our work this year in drawing has been the Prang System. Much help has been obtained from other sources, — notably from the State Department, from Prof. Boyden of the Bridgewater Normal School, who is a leader in Nature Study in this country, from Mr. James T. Hall of Springfield, whose brush and ink work has done so much to familiarize teachers and pupils with the brush, and its use in nature work, and Luken's essays in the Pedagogical Seminary, it being my opinion that the more liberal our views and the more we avail ourselves of the different thoughts and opinions of those at the head of different branches of the work, the more pleasing the results. The Prang System invites such help, its foundations being so broad that in Nature and Historic Art, no matter how given or applied, instructions for the same are as definite and explicit as in the simplest lessons in Form Study and Drawing.

In Music, work is as pleasant and profitable as last year. I think the advanced classes this year, accomplish *more* than was done a year ago, and in expression, are slightly in advance. One thing is certain, from the smallest pupils, singing their Nature, color, patriotic and devotional songs, to the advanced classes where quartette music is sung, they *all* enjoy their songs, and, at times, I am amazed at the amount accomplished each week. In the upper grades. theory and written work is insisted upon, and I attribute whatever *lasting* results are obtained, largely to this fact.

We are using the same books that we used last year, the Ginn publications of Mason, Whiting and Tilden, with ac-

companying charts for music, and Jepson for theory. As these books have been used a number of years, and are now considerably worn, I hope the day may not be far distant when the new ones bought shall be of a *uniform* system, instead of the *four* now in use.

In closing, I wish to emphasize *strongly* the hearty co-operation I have received in every quarter from your most efficient corps of teachers. Truly we are all fellow-workers, striving in unison and to our utmost, towards one common end.

Respectfully submitted,

ELIZABETH H. DEMAREST.

# REPORT OF TRUANT OFFICERS.

| | |
|---|---|
| Number of cases of truancy reported, | 11 |
| Number detained at home by sickness, | 3 |
| Number detained at home unnecessarily, | 2 |
| Number detained at home because of insufficient clothing, | 4 |
| Number of cases of wilful truancy, | 2 |
| Number of cases prosecuted, | 0 |

L. W. Bodwell.

H. M. Hayward.

# LIST OF TEACHERS.

Corrected Jan. 1, 1897.

---

## STOWE SCHOOL.

| GRADE. | NAME. | P. O. ADDRESS. |
|---|---|---|
| IX | Eleanor J. Clark, Prin. | Andover, Mass. |
| VIII | Anna E. Chase, | Andover, Mass. |
| VII | Susan N. Molther, | Andover, Mass. |
| VI | Grace A. Puffer, | Andover, Mass. |
| V | Carolyn A. Dean, | Andover, Mass. |
| III, V | Etta L. Comstock, | Andover, Mass. |

## JOHN DOVE SCHOOL.

| | | |
|---|---|---|
| IV | Edith McLawlin, Prin. | Andover, Mass. |
| III | Lucy A. Roach, | Andover, Mass. |
| II | Annie O. S. Clemons, | Andover, Mass. |
| I, II | Jennie S. Abbott, | Andover, Mass. |
| I | Laura F. Farnum, | Andover, Mass. |

## BALLARDVALE SCHOOL.

| | | |
|---|---|---|
| VII, VIII | Clara Putnam, Prin. | Andover, Mass. |
| V, VI | Ethel Warren, | Andover, Mass. |
| III, IV | Mary Pilsbury, | Ballardvale, Mass. |
| II, III | Rubina S. Copeland, | Ballardvale, Mass. |
| I | Florence I. Abbott, | Andover, Mass. |

## ABBOTT VILLAGE SCHOOL.

| | | |
|---|---|---|
| V, VI | Margaret C. Donovan, Prin. | Andover, Mass. |
| VII, VIII | Jessie B. F. Greene, | Andover, Mass. |
| IIII, IV | Jennie Birnie, | Andover, Mass. |
| I, II | Maria D. McLeod, | Andover, Mass. |

## FRYE VILLAGE SCHOOL.

| GRADE. | NAME | P. O. ADDRESS. |
|---|---|---|
| IV, V, VI, VII | Lilla A. Abbott, Prin. | Lawrence, Mass. |
| I, II, III | Helen W. Battles, | Andover, Mass. |

## KINDERGARTEN.

| | | |
|---|---|---|
| | Mary A. Dacey, | Andover, Mass. |
| | Marie Saunders, | Andover, Mass. |

## WEST CENTRE SCHOOL.

| | | |
|---|---|---|
| I to IX | Gertrude Holt, | Andover, Mass. |

## SCOTLAND SCHOOL.

| | | |
|---|---|---|
| I to IX | Grace Burtt, | Andover, Mass. |

## HOLT SCHOOL.

| | | |
|---|---|---|
| I to IX | Frances I. McCarthy. | Andover, Mass. |

## OSGOOD SCHOOL.

| | | |
|---|---|---|
| I to IX | Erminia Kolb, | Andover, Mass. |

## BAILEY SCHOOL.

| | | |
|---|---|---|
| I to IX | Bertha R. Heselton. | Andover, Mass. |

## ABBOTT SCHOOL.

| | | |
|---|---|---|
| I to IX | Gertrude Burtt, | Andover, Mass. |

## NORTH SCHOOL.

| | | |
|---|---|---|
| I to IX | Effie Harmon, | Lawrence, Mass. |

## SPECIAL TEACHER

| | | |
|---|---|---|
| Music and Drawing. — | Elizabeth H. Demorest, | Andover, Mass. |

# STATISTICAL TABLE OF THE SCHOOLS,

## FOR THE SCHOOL YEAR ENDING JUNE 19, 1896.

| SCHOOL. | YEAR. | TEACHER. | Number Registered. | Average Membership | Average Attendance. | Per cent. of Attendance. |
|---|---|---|---|---|---|---|
| Stowe | IX | Chas. N. Lane | 46 | 39.67 | 36.18 | 91.2 |
| | VIII | Dollie M. Farnum | 36 | 29.38 | 27.26 | 92.1 |
| | VII | Frances W. Meldrum | 38 | 31.43 | 28.84 | 91.78 |
| | VI | Anna E. Chase | 45 | 39.43 | 36.11 | 91.58 |
| | IV | Carrie B. Dean | 56 | 44.1 | 39.18 | 88.84 |
| John Dove | V | Edith A. McLawlin | 46 | 43.89 | 41.53 | 94.39 |
| | III | Lucy A. Roach | 44 | 40.6 | 36.75 | 90.51 |
| | III-IV | E. A. Luques | 42 | 40. | 35.8 | 85.5 |
| | II | Laura F. Farnum | 83 | 39.93 | 37. | 92.66 |
| | I | Annie O. S. Clemons | 45 | 42.24 | 37.52 | 88.82 |
| | I | Jennie S. Abbott | 72 | 45.70 | 39.06 | 85.45 |
| Ballard Vale | VII-VIII | Susan N. Molther | 35 | 27.37 | 25.94 | 94.74 |
| | V-VI | Susan I. Meldrum | 41 | 30.23 | 29.20 | 95.99 |
| | IV-V | Carolyn A. Dean | 27 | 16.85 | 16.03 | 95.15 |
| | III | Mary F. Brown | 39 | 32.54 | 30 61 | 94 06 |
| | II | Rubina S. Copeland | 29 | 26.28 | 24 26 | 92.31 |
| | I | Florence I. Abbott | 39 | 25 45 | 23.72 | 93 2 |
| Abbott Village | V | Margaret C. Donovan | 34 | 32.08 | 30.29 | 94.38 |
| | VII-VIII | Jessie B. F. Greene | 32 | 31 43 | 30.33 | 96 53 |
| | III-IV | Jennie A. Birnie | 48 | 42.47 | 41.29 | 97.22 |
| | I-II | Maria D. McLeod | 52 | 44.73 | 42.71 | 95.52 |
| Kindergarten | | Mary A. Dacey<br>Marie Saunders | 28 | 27 33 | 18.76 | 68.65 |
| Frye Village | IV-V-VI-VII | Lilla A. Abbott | 28 | 25.83 | 25 10 | 97.17 |
| | I-II-III | Helen W. Battles | 52 | 39. | 36.7 | 94.1 |
| West Centre | | Mary W. Munroe<br>Elsie M. Dearborn | 40 | 29.41 | 25.44 | 86.5 |
| Scotland | | S. W. Munroe<br>Grace L. Burtt | 19 | 14.51 | 11 93 | 81.12 |
| Holt | | Florence Chandler | 5 | 4.32 | 4.10 | 94.9 |
| Osgood | | Erminia Kolb<br>Lillian R. Edmonds | 32 | 27. | 23 94 | 88.68 |
| Bailey | | Gertrude Holt | 15 | 11.81 | 10.93 | 92.54 |
| Abbott | | Gertrude Burtt | 16 | 15.18 | 13 38 | 88.14 |
| North | | Agalena Aldrich | 18 | 16.15 | 14.95 | 92.56 |

| | |
|---|---|
| Number of children registered in Primary, Intermediate, and Grammar Schools of the town, | 1025 |
| Average membership, | 931.34 |
| Average attendance, | 874.82 |
| Average per-cent of attendance, | 93.93 |
| Number of children in school under five years of age, | 86 |
| Number of children in school over fifteen years of age, | 16 |
| Number of children in school between eight and fourteen years of age, | 649 |

# Punchard Free School.

## PRINCIPAL'S REPORT.

*To the Trustees of Punchard Free School:*

GENTLEMEN — The school year ending June 18, 1896, was divided as follows:

TERMS.

FALL TERM, from September 9, 1895, to December 20, 1895.
WINTER TERM, from January 6, 1896, to March 27, 1896.
SPRING TERM, from April 13, 1896, to June 18, 1896.
Length of School Year, 37 weeks.

The number of pupils enrolled was 100.

Of this number fourteen were preparing for college in the three upper classes. Two entered college in September, 1896, Miss Margaret Hall, who went to Wellesley, where she has since been elected President of her class, and Mr. Stephen E. Abbott, who is now at Tufts. Several other members of the class of '96 will probably enter college next year.

Miss Cecilia Kydd is at the Salem Normal School, Miss Edith Donald is studying kindergarten methods at Lowell and Miss Alice Stone is studying kindergarten methods in Andover.

One of our requirements at present is that every pupil shall select at least fifteen periods of work per week. Now, there is no doubt that the first year's work is harder for the

pupil than that of any subsequent year. In view of this fact, and others not necessary to mention here, it would be better to make some difference in the amount of work required in the different school years. I would suggest fifteen hours a week for the first year, as at present, sixteen for the second year and seventeen each for the last two years of the course, as a fair division of time for minimum requirements for the different years.

I would also suggest a rearrangement of the scientific studies as follows: The first year, physics; second year, chemistry; third year, biology, fourth year; geology, astronomy, physiology and physical geography; or, in place of all these fourth year subjects, an advanced course in physics for those who wish to prepare for college in that subject. This would remove commercial law and political economy from the course. The first named subject has not been a very popular or a very profitable one, and the other, political economy, has not been called for at all since the present course was adopted, several years ago.

I would also suggest a redistribution of the time for Arithmetic and book-keeping, so that book-keeping shall come three times a week and arithmetic twice a week throughout the whole of the first year.

I would like here to ask parents to watch carefully as to choice of studies made by pupils from their own families with a view to symmetrical mental development. Some pupils are inclined (as who is not, indeed,) to take the lines of least resistance and make up for themselves a course that will involve the least work, regardless of more important considerations. It is not so much because of real difference in the difficulty of subjects as in usual methods of presentation that one study is easier for a pupil than another. History may be presented in such a way as to fairly astonish a pupil who has selected that subject simply to avoid Latin or algebra, and it should be our aim to use methods that will, as far as possible, equalize the subjects in this respect.

The only subject required. at present, is English. I wish to impress upon parents who may see this, the great importance of algebra and geometry for all students who wish to take the full scientific course and I am strongly in favor of a rule making those subjects compulsory for all such pupils.

At the end of the school year 1894–5 Miss Taft resigned and Miss Jean S. Pond was elected her successor.

Before the opening of the school year the trustees, with a view to lightening the work of the teachers, which had become burdensome, elected one additional teacher. Miss Charlotte Norris was selected for this place. Miss Pond and Miss Norris have filled their positions with entire satisfaction. The English department was quite broken during the year by the illness and finally the resignation of Miss Mary Alice Abbot. Miss Abbot takes with her into her retirement from active school work the respect, admiration and love of her fellow teachers and of all her pupils, old and new. In addition to the incentives that operate upon the other teachers, to lead them to do their best work, Miss Abbott brought to her work the love of the school that only a graduate can feel.

Miss Abbot's work was carried on during her absence and after her resignation by Miss Florence Locke, also a graduate of the school, and formerly for several years one of its teachers. In consequence of Miss Locke's knowledge of the school, the work of the English department suffered less from the absence of the regular teachers than would have been the case in the hands of any other substitute.

Death visited our school twice during the year. He took from us quiet, blameless Ethel Trow, the flower in the bud, and our dear, faithful, honest janitor, Mr. Curtis Baldwin, whose life had ripened to its fruitage.

In the last annual report I failed to state that the class of '95 contributed twenty-five dollars toward the purchase of the Encyclopaedia Brittanica now owned by the school. The

same class, since that report was published, has presented about ten dollars more, to be used for the Art department. We have been more than usually favored since the writing of the last report with financial aid.

The Alumni Association gave us fifteen dollars for a botanical cabinet and also established the Goldsmith Prize for excellence in declamation. The Starbuck Prize for work in English composition and Mrs. Downs's prize for excellence in botany were, through the kindness of their donors, again presented last June. "A Friend" gave us fifteen dollars, with which five dissecting microscopes and twelve slides for compound microscope, illustrative of work in botany, were bought. Another "Friend" gave us six dollars for purchase of a French Dictionary. To both these "Friends," one known, the other unknown, I tender here the thanks of teachers and pupils. Mrs. Byers, who has done so much for Andover in many ways, gave us last spring two beautiful pictures, one of Washington, the other of Lincoln. Since the present school year opened, Mrs. Byers has made us another gift, now in daily use and of great beauty and utitity, a fine oak cabinet for our rocks and minerals. Since September also, The Andover Chapter of the Daughters of the Revolution has presented to the school a beautiful American flag and pole "in recognition of courtesies shown at the time of the loan exhibition last May." To Mrs. Byers and the Daughters of the Revolution I also extend the thanks of teachers and pupils for their very beautiful and useful gifts. I wish also here to thank again the citizens who generously contributed to the subscription that made it possible for us to take the Punchard Cadets to the Anniversary Banquet last May without cost to the boys themselves. I am sure that the boys will never forget either the occasion itself or the generosity of those, who, by their contributions, made it possible for them to attend in a body. Mr. John N. Cole generously assumed the expense of the programmes for the first Annual Goldsmith Prize Speaking, for which gen-

erous act he has our hearty thanks. I am pleased to be able to state that the Alumni Association voted at the recent annual meeting to offer the prize again this year. To any who may have read thus far in this report I would like to say that the writing up of the last topic, *Gifts to the School*, has given me much pleasure and that nothing would please me more than to be able, in my next report, to write a similar page of thanks for favors received.

In connection with the graduation exercises last June, the Punchard Reception was given by the Alumni Association to the senior class and their friends. This seems to me and to all concerned, speaking in general, a very desirable change. As the change has already been made and the Alumni Association has voted to give the reception at the coming graduation, it is not necessary for me to state here the reasons, which are many and convincing, in favor of the change.

In conclusion, I wish to express my appreciation of the kindness and interest shown by the Trustees in the work of the school and of the earnest and successful work and hearty cooperation of my fellow teachers.

Respectfully submitted.

FRANK O. BALDWIN,

PRINCIPAL.

# COURSE OF STUDY.

| YEARS | TERMS | ENGLISH | HISTORY | SCIENCE |
|---|---|---|---|---|
| FIRST YEAR | | 3 | 3 | 3 |
| | *Fall* | Lessons, Composition. Whittier. | History of England. | Physiology. |
| | *Winter* | Lessons, Composition. Longfellow. | History of England. | Commercial Law. |
| | *Spring* | Lessons, Composition. Gen'l view of American Poetry. | History of England. General view. | Commercial Law. |
| SECOND YEAR | | | | 4 |
| | *Fall* | Rhetoric. American Essayists and Orators. | Developm't of English Constitution. | Physics. |
| | *Winter* | Rhetoric. American Novelists. | Civil Gov't in U. S. | Physics. |
| | *Spring* | Rhetoric. Gen'l view of Amer. Prose. Compositions throughout the year. | Civil Gov't in U. S. | Physics. } Chemistry. } |
| THIRD YEAR | | | | 4 |
| | *Fall* | | History of Greece. | Chemistry. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts in English. | History of { Greece. Rome. | Chemistry. |
| | *Spring* | | History of Rome. | Botany. |
| FOURTH YEAR | | | | 5 |
| | *Fall* | | Mediæval, topics, lectures. | Geology. } Astronomy. } |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts. Historical Grammar. | Modern, topics, lectures. | Astronomy. } Geology. } |
| | *Spring* | | Nineteenth Century. — Comparison of Govern'ts of U. S., Eng., France and Germany. | Political Economy. |

**Music, Drawing, Declamations, Themes, Military Drill,**

# PUNCHARD FREE SCHOOL

| MATHEMATICS | | LATIN | GREEK | FRENCH | ART |
|---|---|---|---|---|---|
| 4 | 5 | 5 | | | |
| Algebra. | Arithmetic. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar, Sight Reading. | | | |
| 5 | | | 4 | 4 | |
| Algebra. | | Cæsar, Composition. | Lessons, Anabasis. | Grammar. | |
| Geometry, Algebra. | | Cæsar, Composition. | Lessons, Anabasis. | Grammar, Authors. | |
| Geometry, Algebra. | | Cæsar, Composition, Sight Reading. | Lessons, Anabasis. Sight Reading. | Grammar, Authors. Sight Reading. | |
| 5 | | | | | |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Music. |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | |
| Geometry, Algebra. | | Cicero, Composition. Sight Reading. | Selections from Xen. Composition. Sight Reading. | Authors, Comp. Sight Reading. | |
| Solid Geometry. | | 4 Virgil, Composition. | Iliad, Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Art. |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | |
| Review of Arithmetic. | | Virgil, Ovid, Composition. Sight Reading. | Review, Composition. Sight Reading. | Authors, Comp. Sight Reading. | |

**Gymnastics throughout the course.**

## TRUSTEES OF PUNCHARD FREE SCHOOL.

Samuel H. Boutwell,
Myron E. Gutterson,
Rev. Robert A. MacFadden,
Rev. Frederic Palmer.
George A. Parker,
George H. Poor,
Rev. Frank R. Shipman,
Horace H. Tyer.

## ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1895–96.

President, Rev. Frederic Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:

Rev. Frederic Palmer,
Rev. Frank R. Shipman,
Rev. Robert A. MacFadden.

Prudential Committee:

Horace H. Tyer,
Myron E. Gutterson.

Auditing Committee:

George A. Parker,
Myron E. Gutterson.

## TEACHERS.

Frank O. Baldwin, Principal.
Mary E. Höhn Dern, Assistant.
Mary Alice Abbot, Assistant. Resigned May, '96.
Jean S. Pond, Assistant.
Charlotte Norris, Assistant.

# REPORT

OF

# THE SCHOOL COMMITTEE

OF THE

# TOWN OF ANDOVER, MASS.

FOR THE SCHOOL YEAR

# 1897

ANDOVER, MASS.:
THE ANDOVER PRESS, PRINTERS
1898

## SCHOOL COMMITTEE, 1897-98.

| | | | | |
|---|---|---|---|---|
| J. Newton Cole, Chairman, | Term expires | March | | 1900 |
| George D. Pettee, . . . | „ | „ | „ | 1900 |
| William Shaw, . . . . | „ | „ | „ | 1900 |
| John Alden, . . . . | „ | „ | „ | 1899 |
| John N. Cole, . . . . | „ | „ | „ | 1899 |
| William Odlin, . . . . | „ | „ | „ | 1899 |
| Thomas David, . . . | „ | „ | „ | 1898 |
| Mrs. E. S. Morrill, . . . | „ | „ | „ | 1898 |
| Mrs. L. A. Wilson, . . . | „ | „ | „ | 1898 |

G. E. Johnson, Secretary and Superintendent.

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Regular Meetings of the Committee:

The last Monday of every month at 7.30 P.M.

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## TRUANT OFFICERS.

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J. Warren Mooar, Centre and West Parish.

H. M. Hayward, Ballardvale.

## STANDING COMMITTEES.

Advisory and Auditing Committee:

John N. Cole, J. Newton Cole, Thomas David.

Committee on Teachers and Music:

John Alden, Mrs. L. A. Wilson, Geo. D. Pettee.

Committee on Text-books and Supplies:

Mrs. E. S. Morrill, William Shaw, William Odlin.

Sub-Committees:

Stowe, John Dove, and Abbott Village Schools: John Alden, Geo. D. Pettee, William Odlin.

Ballard Vale, Holt, and Scotland Schools: William Shaw, Mrs. L. A. Wilson, and J. Newton Cole

West Centre, Frye, Osgood, Bailey, Abbott, and North Schools: John N. Cole, Thomas David and Mrs. E. S. Morrill.

## SCHOOL CALENDAR FOR THE YEAR 1898.

| | |
|---|---|
| Winter term begins Jan 3. | Winter term closes March 25. |
| Spring term begins April 4. | Spring term closes June 24. |
| Fall term begins Sept. 12. | Fall term closes Dec. 23. |

# REPORT

## OF THE SCHOOL COMMITTEE.

---

*To the Citizens of the Town of Andover:*

Your school board is glad to report that our schools are in a very prosperous condition, with superintendent and teachers working harmoniously for the best interests of the pupils.

The most important work of the year, so far as buildings and grounds are concerned, has been done in and around the John Dove school house. The interior walls and wood work have all received fresh coats of paint which have given to the school rooms an entirely different aspect and have added much to the comfort and pleasure of the teachers and scholars. The work on grading has been continued, and the driveway and walks have been concreted. The sidewalk on Bartlet Street has also been concreted by the town, so tha the approaches to this building are very much improved.

The present year should see the approaches to the Stowe School concreted and some additional work on the grading.

The grounds at the Indian Ridge School are very limited, and it is the opinion of the committee that additional grounds at the rear of the present lot should be purchased, and for this purpose a small appropriation will be needed.

Your committee heartily commends to your attention the report of the superintendent of schools, which follows, and which is made a part of this report.

For the current year, the board asks for the appropriation of the following sums:

| | |
|---|---|
| For schools, | $21,000 |
| For school-houses, | 2,000 |
| For school books and supplies, | 1,500 |
| Total, | $24,500 |

For the Board,

Respectfully submitted,

J. NEWTON COLE, *Chairman.*

# REPORT

## OF THE SUPERINTENDENT.

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*To the School Committee of Andover:*

The Eighth Annual Report of the Superintendent of Public Schools of the Town of Andover, being the report for the year 1897, is herewith respectfully submitted:

### STATISTICS.

ESTIMATED VALUE OF PUBLIC SCHOOL PROPERTY.

| | |
|---|---|
| School houses and lots, | $91,525 00 |
| Books and apparatus, | 3,925 00 |

PUPILS.

| | |
|---|---|
| Total number children registered, | 1156 |
| Average number belonging, | 966.59 |
| Average daily attendance, | 886.64 |
| Per cent. of attendance, | 91.71 |

EXPENSES.

| | |
|---|---|
| Total amount expended, 1897, | $23,978 21 |
| Current expenses, salaries, fuel, books, supplies, | 21,103 28 |
| Expense per pupil based on whole number (1156), | 18.25 |
| Expense per pupil based on average number belonging (966.59), | 21 83 |

By Schools.

STOWE.

| | |
|---|---|
| School house and lot, | $29,000 00 |
| Books and apparatus, | 1,500 00 |
| Total number children registered, | 246 |
| Average number belonging, | 214.18 |
| Average daily attendance, | 200.73 |
| Per cent. of attendance, | 93.72 |
| Current expenses, | $4,983 57 |
| Expense per pupil based on whole number, | 20 42 |
| Expense per pupil based on average number belonging, | 23 22 |

JOHN DOVE.

| | |
|---|---|
| School house and lot, | $22,000 00 |
| Books and apparatus, | 450 00 |
| Total number children registered, | 297 |
| Average number belonging, | 243.12 |
| Average daily attendance, | 214.52 |
| Per cent. of attendance, | 88.23 |
| Current expenses, | $4,417 27 |
| Expense per pupil based on whole number, | 14 87 |
| Expense per pupil based on average number belonging, | 18 16 |

INDIAN RIDGE.

| | |
|---|---|
| School house and lot, | $11,000 00 |
| Books and apparatus, | 300 00 |
| Total number children registered, | 199 |
| Average number children belonging, | 167.45 |
| Average daily attendance, | 156.42 |
| Per cent. of attendance, | 93.4 |
| Current expenses, | $3,339 29 |
| Expense per pupil based on whole number, | 16 77 |
| Expense per pupil based on average number belonging, | 19 94 |

BRADLEE

| | |
|---|---|
| School house and lot, | $15,000 00 |
| Books and apparatus, | 700 00 |
| Total number children registered, | 189 |
| Average number belonging, | 162.95 |
| Average daily attendance, | 153.75 |
| Per cent. of attendance, | 94.35 |
| Current expenses, | $3,559 78 |
| Expense per pupil based on whole number, | 18 83 |
| Expense per pupil based on average number belonging, | 21 84 |

FRYE VILLAGE.

| | |
|---|---|
| School house and lot, | $3,500 00 |
| Books and apparatus, | 300 00 |
| Total number children registered, | 68 |
| Average number belonging, | 54.17 |
| Average daily attendance, | 51.09 |
| Per cent. of attendance, | 94.13 |
| Current expenses, | $1,381 98 |
| Expense per pupil based on whole number, | 20 32 |
| Expense per pupil based on average number belonging, | 25 51 |

WEST CENTRE.

| | |
|---|---|
| School house and lot, | $2,600 00 |
| Books and apparatus, | 125 00 |
| Total number children registered, | 35 |
| Average number belonging, | 32.18 |
| Average daily attendance, | 26.00 |
| Per cent. of attendance, | 80.79 |
| Current expenses, | $576 15 |
| Expense per pupil based on whole number, | 16 46 |
| Expense per pupil based on average number belonging, | 17 90 |

NORTH.

| | |
|---|---|
| School house and lot, | $2,000 00 |
| Books and apparatus, | 75 00 |
| Total number children registered, | 17 |
| Average number belonging, | 15.39 |
| Average daily attendance, | 14.73 |
| Per cent. of attendance, | 95.71 |
| Current expenses, | $450 85 |
| Expense per pupil based on whole number, | 26 52 |
| Expense per pupil based on average number belonging, | 29 29 |

ABBOTT.

| | |
|---|---|
| School house and lot, | $1,025 00 |
| Books and apparatus, | 75 00 |
| Total number children registered, | 18 |
| Average number belonging, | 16.20 |
| Average daily attendance, | 15.34 |
| Per cent. of attendance, | 94 69 |
| Current expenses, | $488 29 |
| Expense per pupil based on whole number, | 27 12 |
| Expense per pupil based on average number belonging, | 30 14 |

BAILEY.

| | |
|---|---|
| School house and lot, | $1,550 00 |
| Books and apparatus, | 100 00 |
| Total number children registered, | 15 |
| Average number belonging, | 12.51 |
| Average daily attendance, | 11.81 |
| Per cent. of attendance, | 94.4 |
| Current expenses, | 463 85 |
| Expense per pupil based on whole number, | 30 99 |
| Expense per pupil based on average number belonging, | 37 07 |

OSGOOD.

| | |
|---|---|
| School house and lot, | $1,250 00 |
| Books and apparatus, | 125 00 |
| Total number children registered, | 45 |
| Average number belonging, | 30 91 |
| Average daily attendance, | 26 80 |
| Per cent. of attendance, | 86 74 |
| Current expenses, | $537 65 |
| Expense per pupil based on whole number, | 11 94 |
| Expense per pupil based on average number belonging, | 17 39 |

SCOTLAND.

| | |
|---|---|
| School house and lot, | $1,050 00 |
| Books and apparatus, | 100 00 |
| Total number children registered, | 17 |
| Average number belonging, | 11.03 |
| Average daily attendance, | 10.01 |
| Per cent. of attendance, | 90.75 |
| Current expenses, | $487 85 |
| Expense per pupil based on whole number, | 28 69 |
| Expense per pupil based on average number belonging, | 44 23 |

HOLT.

| | |
|---|---|
| School house and lot, | $1,550 00 |
| Books and apparatus, | 75 00 |
| Total number children registered, | 13 |
| Average number belonging, | 6.5 |
| Average daily attendance, | 5.44 |
| Per cent. of attendance, | 83.69 |
| Current expenses, | $416 75 |
| Expense per pupil based on whole number, | 32 05 |
| Expense per pupil based on average number belonging, | 64 11 |

## DISCUSSION OF STATISTICS.

The striking increase in whole number of children registered (1156) over the number registered in 1896 (1025) is due largely to the kindergartens. There is naturally a falling off in the percentage of attendance due partly to the same schools, and partly to an unusual prevalence of sickness during the spring term.

The current expense per child based on average membership (966.59) is $21.83. This is $2.90 cents less than the average for the state.[1]

Seven schools, Stowe, Frye Village, North, Abbott, Bailey, Scotland and Holt, exceed the average; four schools, John Dove, Indian Ridge, West Centre and Osgood, fall below. The Bradlee school nearly equals the average.

The high average expense in the Stowe school is due to the small number attending the higher grades. The average will be considerably lessened this year since the pupils of the seventh and eighth grades of the Indian Ridge school have been transferred to the Stowe school.

An unusually large number of children was registered at the Osgood last year. The increase was mainly in the winter term, and was due to the attendance of boys and girls past the school age. The average membership was 30.9. Speaking from economical considerations only, a country school of that size may well be maintained, and a teacher secured at a higher salary than has been paid our country teachers. The per capita expense of the Osgood and West Centre schools should not be allowed to fall below the average for all schools, and the amount necessary to bring up the average should be expended mainly in securing and retaining competent teachers. On the other hand, a country school with an average of

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[1] The Sixtieth Report of the State Board of Education, Jan. 20, 1897, reported the current expense per child for all children of the state between five and fifteen years of age, based on average membership, to be $24.73.

less than 25, or at least 20, cannot be maintained at all except at a very large proportionate expense. $2300 barely paid the current expense of schooling 59 children in five country schools last year.

## COURSE OF STUDY.

There has been no important change in our course of study the past year. The work in History and Physiology has been made more uniform and definite, especially in the lower grades. A Course of Study and Manual for Teachers is being prepared and will be printed during the present year.

## PROMOTIONS.

The scheme for advanced divisions in the central schools, whereby some children may gain from one to two years on the regular nine years' course, seems to be working satisfactorily. Ten children will be graduated from the ninth grade in June who have gained one year under the present system. From twenty to twenty-five children will enter the ninth grade from the seventh next fall. Of the sixteen children who completed the fifth year work in the fourth grade last year, entering the sixth grade this fall, five succeeded in "making" the first division in that grade and will probably complete the eighth year work in the seventh grade, thereby saving two years in the full course. In the future a much larger number, undoubtedly, can successfully gain the two years.

There is a considerable number of children in our schools who will be unable to complete the course in less than ten years, and some perhaps will need to spend eleven or even twelve years before they can wisely be graduated. The largest number of children fail of promotion from the first to the second grade. The work of the first and second years seems especially difficult for many of our children to complete thoroughly. I believe one need not go far to find the reason. It has been our custom to admit children to the first grade

at five years of age, often before the fifth birthday. We attempt as much work with these children as is ordinarily attempted with children of six years in places where children are not admitted until that age. It is an almost universal mistake, I believe, to give children when admitted at five years of age, too much purely intellectual work.

Not to enter upon a full discussion of this matter because it would prove wearisome in a report of this kind, I wish to state briefly my conclusions.

## PRIMARY WORK.

The first year's work should be intermediate between that of the kindergarten and that of ordinary first grade work. By a reconstruction of the first three grades, the children would be taught more in harmony with their nature and development, acquire a better foundation for future work, time being lost by none, but gained by some who in the slowness of their development would not have been promoted under the present grading.

## DESIRABLE IMPROVEMENTS.

One might as well make up his mind to write a book as to decide to enter upon a presentation and discussion of desirable improvements in our public schools. Yet it is not out of season at least to mention a few.

In the first place we need a better system of physical education. There is not now nor has there ever been in the Andover schools an adequate system of physical training. "Such a system should secure an erect and graceful carriage of the head and trunk; a broad, deep and capacious chest in which the heart and lungs, developed to their normal size and strength, shall have free, full and regular play; square shoulders; a straight back; fully developed and well rounded limbs and power to execute with ease, precision and economy of force, such movements as are involved in the simpler ex-

ercises of strength, speed and skill, and in ordinary gymnastic and athletic feats." [1]

Along with this should go more enlightened and general attention to school hygiene, study periods, recreation, seating, lighting, individual attention as to eyesight, hearing, stuttering, nervousness. It seems strange that we are so anxious that our children should read fluently, cipher readily, and have at command of memory the facts of geography, grammar and history, and forget to think even whether they walk slouchingly, stoop, have weak eyes, or fail in muscular control and skill.

One does not wish to harp continually upon moral training and yet there is no other hope so prominent in the minds of parents generally as that of good character for their children. I believe that if we were to attempt to justify the great amount of money and attention we spend on our public schools ($11,829,190 60 spent, and 12,275 teachers employed in this state in 1896) by their actual production of great men and good citizens we should lose our enthusiasm for the great and glorious American educational system. Crime, poverty and insanity have gained on us every year. Yet the ideals and aims of our schools justify every dollar and every hour spent, and would justify many more besides. The time is coming when the public schools will in truth make great men and good citizens, but before that day comes we shall have to recognize in our methods far more than we do at present the three-fold nature of childhood and the interdependence of these natures. Physical training means far more than good health; it means force of character and will power, not to speak of increased intelligence. Moral training means more than goodness of heart; it means power and will to *do* good; it means not goodness alone, but "good for something." And this again serves the intellect. Benevo-

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[1] The Principal Types of Physical Training compared E. M. Hartwell, M. D., Ph. D., Boston, 1894.

lence in many a man has proved the mainspring of his intellectual activity. Already in our kindergartens we do try to arouse a "social feeling" which may become the foundation of the love of neighbor. In the study of flowers and animals in the lower grades we attempt to lead to a love of nature which may serve as the beginning of the love of God; and in the use of those stories which seem to have come down to us with the growth of the race, folklore and myths, and in Bible stories, are awakened sentiments and feelings which may serve as a ground-work for later religious emotions. But the will is left largely to chance for its training. "It is fast becoming absurd," says G. Stanley Hall, "that men can survive in the great practical strain to which American life subjects all who would succeed if the will is left to take its doubtful chances of training and dicipline, as to suppose the mind developes in neglect."[1]

The conditions of two or three generations ago rendered it less necessary for the schools to attend to will training. The work of the farm, the home duties, the "puttering" jobs, the sports of the boys and household duties of the girls, furnished a valuable training of minds, hands and will. The element of muscular activity except in the kindergarten is largely wanting in our schools. If we could revive the old-fashioned chores, if boys now made their own toys, sleds, and fishing tackle, and girls learned every kind of housework, there would be less need of physical or manual training in our schools. But those days have passed, new conditions attend our children, new needs have come upon us and we must face them. We are not spending over much money on our schools. We could spend nearly $3000 a year more in current expenses and not exceed the average of the state for children of the same ages and grades.

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[1]Moral Education and Will Training, G. Stanley Hall, Ph. D. Pedagogical Seminary, June, 1897.

## PRINCIPALS OF SCHOOLS.

I believe it would be wise to increase the salaries of our principals as principals and lay upon them a greater responsibility for the general excellence and unity of the work in their respective buildings. They should be expected to be conversant with the work of all grades, to master the details of any given course of study, and to exercise a general supervision, subordinate to the superintendent, over all the work of their buildings. It is not possible to provide salaried assistants for these principals, but unpaid apprentices are at hand who could relieve the principals sufficiently to enable them to give the necessary amount of time to regular principals' work. In this way the superintendent's eyes and influence could be multiplied and a more general helpfulness exerted everywhere.

Permit me, in closing, to express again my appreciation of the faithful earnestness of the teachers and the cordial support and encouragement I have received from the Committee and the public.

Very respectfully submitted,

G. E. JOHNSON.

# LIST OF TEACHERS.

Corrected Jan. 1, 1898.

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## STOWE SCHOOL.

| GRADE. | NAME. | P. O. ADDRESS. |
|---|---|---|
| IX | Anna E. Chase, Prin., | Andover, Mass. |
| VIII | Susan N. Molther, | Andover, Mass. |
| VII | Grace A. Puffer, | Andover, Mass. |
| VI | Julia C. Carleton, | Andover, Mass. |
| V | Carolyn A. Dean, | Andover, Mass. |
| III, V | Ella L. Comstock, | Andover, Mass. |

## JOHN DOVE SCHOOL.

| | | |
|---|---|---|
| IV | Edith A. McLawlin, Prin., | Andover, Mass. |
| III | Lucy A. Roach, | Andover, Mass. |
| II | Annie O. S. Clemons, | Andover, Mass. |
| I, II | Jennie S. Abbott, | Andover, Mass. |
| I | Laura F. Farnum, | Andover, Mass. |
| Kindergarten. | Mary A. Dacey, Prin., | Andover, Mass. |
| | Evelyn Reed, Asst. | Andover, Mass. |

## BRADLEE SCHOOL.

| | | |
|---|---|---|
| VIII, IX | Clara Putnam, Prin., | Andover, Mass |
| VI, VII | Jessie B. F. Greene, | Ballardvale, Mass |
| IV, V | Annie M. Downes, | Ballardvale, Mass. |
| II, III | Rubina S. Copeland, | Ballardvale, Mass. |
| I | Florence I. Abbott, | Andover, Mass. |

## INDIAN RIDGE SCHOOL.

| | | |
|---|---|---|
| V, VI | Margaret C. Donovan, Prin., | Andover, Mass. |
| III, IV | Jennie Birnie, | Andover, Mass. |
| I, II | Maria D. McLeod, | Andover, Mass. |
| Kindergarten. | Mary A. Dacey, Prin., | Andover, Mass. |
| | Evelyn Reed, Asst. | Andover, Mass. |

## FRYE VILLAGE SCHOOL.

| GRADE. | NAME. | P. O. ADDRESS. |
|---|---|---|
| IV, V, VI, VII | Lilla A. Abbott, Prin., | Lawrence, Mass. |
| I, II, III | Helen W. Battles, | Andover, Mass. |

## WEST CENTRE SCHOOL.

| | | |
|---|---|---|
| I to IX | Gertrude A. Burtt, | Andover, Mass. |

## SCOTLAND SCHOOL.

| | | |
|---|---|---|
| I to IX | Eva A. Hardy, | Andover, Mass. |

## HOLT SCHOOL.

| | | |
|---|---|---|
| I to IX | Julia I. McCarthy. | Andover, Mass. |

## OSGOOD SCHOOL.

| | | |
|---|---|---|
| I to IX | Carolyn S. Daniels, | Haggetts Station, Lawrence, Mass. |

## BAILEY SCHOOL.

| | | |
|---|---|---|
| I to IX | Bertha R. Heselton. | Andover, Mass. |

## ABBOTT SCHOOL.

| | | |
|---|---|---|
| I to IX | Mabel F. Knowles, | Lawrence, Mass. |

## NORTH SCHOOL.

| | | |
|---|---|---|
| I to IX | Margaret M. Philips, | Andover, Mass. |

## SPECIAL TEACHER

| | | |
|---|---|---|
| Music and Drawing. — | Elizabeth H. Demarest, | Andover, Mass. |

# STATISTICAL TABLE OF THE SCHOOLS,

## FOR THE SCHOOL YEAR ENDING JUNE 25, 1897.

| SCHOOL. | GRADE | TEACHER. | Number Registered. | Average Membership | Average Attendance. | Per cent. of Attendance. |
|---|---|---|---|---|---|---|
| Stowe | IX | Eleanor J. Clark | 41 | 37.37 | 35.91 | 96.09 |
| | VIII | Anna E. Chase | 36 | 27.95 | 27.24 | 97.73 |
| | VII | Susan N. Molther | 41 | 36.20 | 33.82 | 93 42 |
| | VI | Grace A. Puffer | 39 | 35.52 | 32.12 | 90.42 |
| | V | Carolyn A. Dean | 57 | 48.64 | 44.64 | 91.77 |
| | III-V | Etta L. Comstock | 32 | 28.5 | 27. | 94.74 |
| John Dove | IV | Edith A. McLawlin | 43 | 39.77 | 36.73 | 92.34 |
| | III | Lucy A. Roach | 47 | 42.61 | 39.94 | 93.48 |
| | II | Annie O. S. Clemons | 49 | 43.94 | 41.66 | 94.81 |
| | I-II | Jennie S. Abbott | 39 | 33.39 | 29.99 | 89.81 |
| | I | Laura F. Farnum | 52 | 43.01 | 36.28 | 84 35 |
| Bradlee | VII-VIII-IX | Clara A. Putnam | 28 | 24.89 | 23.04 | 92.56 |
| | V-VI | Ethel L. Warren<br>Marion Pearson | 41 | 37.75 | 35.84 | 94.95 |
| | III-IV | Annie M. Downes<br>Mary F. Pillsbury | 36 | 32.68 | 31.59 | 96.72 |
| | II | Rubina S. Copeland | 38 | 35.43 | 33 19 | 93.67 |
| | I | Florence I. Abbott | 46 | 32.2 | 30.09 | 93 44 |
| Indian Ridge | V-VI | Margaret C. Donovan | 36 | 34 4 | 33.14 | 96 33 |
| | VII-VIII | Jessie B. F. Greene | 33 | 27.48 | 26.52 | 96.51 |
| | III-IV | Jennie A. Birnie | 47 | 42 35 | 41.05 | 96 69 |
| | I-II | Maria D. McLeod | 46 | 38.42 | 36.71 | 95.57 |
| Frye Village | IV-V-VI-VII | Lilla A. Abbott | 29 | 23.06 | 22.13 | 95.96 |
| | I-II-III | Helen W. Battles | 39 | 31 11 | 28 96 | 93.08 |
| Kindergarten | John Dove | Mary A. Dacey | 67 | 40.4 | 29.92 | 74.06 |
| | Abbott, Vil. | Marie Saunders | 37 | 24.8 | 19. | 76.61 |
| West Centre | | Gertrude E. Holt | 35 | 32.18 | 26. | 80.79 |
| Scotland | | Grace L. Burtt | 17 | 11.03 | 10 01 | 90.76 |
| Holt | | Julia McCarthy | 13 | 6.5 | 5.44 | 83.69 |
| Osgood | | M. Agnes Moore<br>Julia C. Carleton | 45 | 30.91 | 26.8 | 86.74 |
| Abbott | | Gertrude Burtt | 18 | 16.2 | 15.34 | 94.69 |
| North | | Emma M. Harmon<br>Addie M. Carney | 17 | 15.39 | 14 73 | 95.71 |
| Bailey | | Bertha R. Haselton | 15 | 12.51 | 11.81 | 94.40 |

| | |
|---|---|
| Number of children registered in Primary, Intermediate, and Grammar Schools of the town, | 1156 |
| Average membership, | 966.59 |
| Average attendance, | 886.64 |
| Per-cent of attendance, | 91.71 |
| Number of children in school under five years of age, | 99 |
| Number of children in school over fifteen years of age, | 33 |
| Number of children in school between eight and fourteen years of age, | 752 |

# REPORT

## OF TEACHER OF DRAWING AND MUSIC.

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ANDOVER, MASS., Feb. 21, 1898.

*Mr. G. E. Johnson, Superintendent of Schools of the Town of Andover.*

SIR: — I take pleasure in submitting to you my third annual report as Supervisor of Drawing and Music in the Town of Andover.

In both departments, while the general plan has been the same as last year, great efforts have been made to make the work broader, more liberal, and of greater value than before.

Drawing has become so well established in the public schools of our country, that *now* no plea seems necessary for it; on the contrary, it becomes more important every year in its relation to education.

In each grade, great efforts are made to impress upon the pupils the great underlying principles, that the drawing in other departments may reflect technical instruction.

If a pupil can *image* a type form in any position, and can hastily *sketch* that image, his power to apply modifications of that form to the various objects in its class will be greatly enhanced by his sketching abilities.

This is our aim,— to so teach these fundamental principles that he will acquire this power.

Equally important with the ability to *see accurately*, is the growth of constructive imagination.

In a general way we must open the child's eyes; he does not see the world as we see it; for him it is more or less vague, indefinite and confused. Things do not stand out clearly and distinctly as for us.

If he is to have clear and distinct images, we must help him to relate things to one another, and to discriminate.

To appreciate the fact that this power is helpful and valuable, one has only to think how the designer in any of the mechanical arts and trades gains in usefulness with the ability to execute practically and artistically the new ideas he is constantly evolving.

In addition to the constructive work, much pleasure and profit arises from using specimens from Nature. In the Fall we have the leaves with their wealth of color, the fruits and vegetables. Some of the work is done in pencil, some with the brush, using ink or burnt sienna.

While the work is supposed to be purely a drawing exercise, the opportunity is never neglected to impress name, locality and a few principal points about the specimen.

In so many lessons such work as instanced above is done, that correlation of studies admits of a much larger field being covered than could otherwise be accomplished.

During the spring term our subjects are nearly all drawn from Nature. Last spring we were able to use the brush and color to a limited extent, and even under those circumstances, the results were very gratifying in many cases.

Work in Historical Ornament is also made as practical and definite as possible, that the different styles of the three great schools of ancient ornament, Egyptian, Grecian and Roman, particularly, may be familiar to the children so far as it is in our power to make them so in the limited time at our disposal.

One entirely new feature has been added to the course this year. The best educators are of the opinion that placing good pictures and casts on the walls of school-rooms has

much to do with training and refining the taste of the pupils. If such be the case, why not beautify our school-rooms, where the children are during the greater part of the day?

Two of our schools are working patiently to attain such results. They do *not* ask it of the tax-payers, that would *defeat* rather than promote the idea in a double sense,— it would add to the already sufficiently large burdens of the tax-payer, and deaden public interest.

If *private individuals* could be sufficiently interested to further the work of those teachers and pupils, giving a picture this year or a cast next year, it would greatly encourage those who have constantly at heart the problem of how to educate the children in the broadest sense, by arousing and refining the love of the beautiful dormant in most human beings.

As a factor helping to produce such desired results, we have this year introduced Picture Study in all grades. The seven lower grades have each three pictures, and grades Eight and Nine four pictures to study for the year.

They include in the lower grades animal pictures by Landseer, and others, pictures illustrating child life by Holmes, Mme. Ronner, Renouf, et al., and different Madonnas, in all of which the story is so apparent that the youngest can tell it, thus developing his use of language, at the same time familiarizing him with good pictures.

In the upper grades we try to have the pupils see the value of effects, to see the emphasis of the principal object, and the subordination of detail in pictures by Raphael, Murillo, Rembrandt, Bonheur, Burne-Jones, requiring them also to note the artist's name, nationality, time, and find copies of other pictures by the same artist, if possible.

Every pupil is not required to do all this work with every picture in his grade, — but he must do at least *one* during the year.

We have been fortunate enough to procure good copies of these pictures, and the study of them, as they are taken from

school to school, is always of great pleasure and interest to the pupils. This again emphasizes the value of correlation — in the lower grades *oral* expression, in the upper grades *written* expression combined with biographical research — *plus* the refining influences that must come from the study of the work of a great master, the truly artistic taste that such work creates and stimulates.

The work in color has been as fascinating as last year. *Then* the foundations of simple color recognition, their tones and hues were studied, together with examples of the simpler color harmonies to be found in Nature and the Arts. This year the work has been equally pleasant, and the hopes of better coloring materials to use in connection with the exquisite specimens the spring affords, makes us anticipate the work of that term with a great deal of pleasure.

The greatest satisfaction of all for me lies in the willingness with which the pupils take up each new lesson, no matter how difficult it is to perform. No pupil ever refuses in any way to do his required task, rather it is a pleasure; under such circumstances much is accomplished, and it speaks well for the daily atmosphere in each room, when a Supervisor invariably finds such conditions awaiting her.

Ours is the privileged task to place before their young minds the *study* and the *creation* of the beautiful, so that while Nature is studied with reference to the facts to be observed, related and expressed with brush and pencil, there is a truth and beauty in her that transcends all particular and material manifestations, the truth and beauty which is seen in the plan, harmony and unity that exists throughout Nature in all her various phases. Such close association with Nature must re-act upon the child's moral nature, and we see its results in many ways, often unexpected, none the less gratifying.

Our work in Music is practically the same as last year, except that much additional work has been accomplished in the lower grades through Nature songs. The little ones

would tire of the simple exercises given each day if songs were not frequently given them. These songs frequently are made to conform with the aspect of Nature at the time they are given, and so serve a double purpose.

The ability of the little ones to memorize both words and music of a song often amazes me. Frequently in the lowest grades they will learn *perfectly* a song a week for several consecutive weeks, with apparently little effort. That it is perfectly learned is clear to me as each season returns, many of them asking to sing again the songs learned a year before. Such happy results are due almost entirely to the efforts of the grade teacher who is so successful in impressing upon them Nature's different phases in poetry and song.

We are still using the books that were in use last year but are anticipating a change in the lower grades, arrangements being nearly completed for doing so.

The Ninth grade will nearly complete this term work that formerly took the entire year to accomplish and we hope to have a new reader for their use, to be used only for supplementary work during the spring term.

The District Schools, while small, bring the same spirit to the work that is shown in the larger schools, even more, I frequently think, because where there are fewer pupils each feels his personal responsibility greater, and his efforts are consequently greater.

The perfect harmony working throughout our schools in all parts of the town, makes our work more of a unit this year than ever, and is greatly appreciated.

Again it is a great pleasure to express my hearty thanks to the teachers to whom, in a large measure, is due whatever success my part of the work has attained.

Respectfully submitted,

ELIZABETH H. DEMAREST.

# Punchard Free School.

## PRINCIPAL'S REPORT.

*To the Trustees of Punchard Free School:*

GENTLEMEN: — I submit herewith the following report for the school year ending June 24, 1897:

The school year opened on September 13, 1896, with ninety-seven pupils in attendance. Of these there were in the three upper classes, seven preparing for college, one for the Institute of Technology, and two for State Normal Schools. The graduating class, numbering twenty, was the largest since the school was founded. Of this class Miss Barbara Merrill has since entered Wellesley, and Miss Eva Stone the State Normal School at Bridgewater. Master William Howell is taking post-graduate work at Punchard with a view to the Institute of Technology. There are at present four graduates of Punchard continuing their studies at Wellesley, one at Smith, two at Dartmouth, one at Tufts, and one at Amherst. The reception to the Senior Class in June was given by the Punchard Alumni Association.

This year we were able to give four recitations a week to English for every pupil in school, instead of three, as provided in the course of study. This was a great advantage to the school. Our new teacher of English, Miss Mary E. Carter, was able to carry the work farther in certain directions than it had been carried in former years, partly in consequence of the extra time allotted to the subject and partly in consequence of excellent preparation for her work, ingenuity in devising methods, patience and skill in the use of the mimeograph, and a natural liking for certain very important features of the work in English. This result was

also partly due to a considerable increase in the number of copies of texts used. In previous years, from a false practice of economy, we had come to depend largely on the Public Library, our own school library, and other less certain sources of supply for the texts studied. From last year's experience we saw plainly, what we knew well enough before, how much better it is for each pupil to have his own copy of the texts.

For a number of years we have been trying to get botany established as a full laboratory study, as physics and chemistry have been for many years. We made a step forward in this direction this year. Each pupil was provided with a dissecting microscope, and with this studied his own plant specimen. The drawings done by the class in connection with their plant study were excellent, setting a standard that it will be difficult for future classes to surpass. This subject will not be upon the proper teaching basis until we have enough compound microscopes to afford one to each member of the class. A former Principal of Punchard, Dr. Charles H. Clark, is preparing a laboratory manual in botany which, it is expected, will be very helpful as an aid in teaching this subject. Miss Carter had charge of the class in botany last year. It is a matter of great regret that the fact that the income from the Punchard fund is not large enough to provide for the number of teachers that we had last year, made it necessary to drop from the corps so competent and efficient a teacher as Miss Carter. It is gratifying to know that Miss Carter soon secured an excellent position, at an increased salary, at Brewster Academy. Miss Carter was selected as the teacher to be dropped simply and solely because she was, as to time of election, the junior member of the faculty. Her work was entirely satistactory and her success complete.

I have mentioned the subjects in which special effort was needed to bring the school up to the standard of the times, or in which a temporary change of teachers was made on

account of the absence of one of our regular teachers. The remaining subjects were excellently cared for, so far as they fell to the lot of the remaining assistants. Of the principal's work, nothing, of course, can be said here.

During the absence of Miss Dern, the classes in Mathematics were taught by Miss Florence Gay, who without previous experience in teaching, assumed a very difficult task and carried it through with great credit. In Geometry, if Miss Gay had not previously had the same kind of work at Punchard, as a pupil, it would have been next to impossible for her to do the work at all.

The class of '97 gave seventy-two dollars to the school, a part of the profits of the class fair, expended as follows:

| | |
|---|---|
| For a hand dynamo, | $25 00 |
| photographs, | 6 00 |
| books for reference library, | 41 00 |

Since the writing of my report for the school year ending in June, 1896, we have received also a present of Larned's History for Ready Reference, in five large volumes, from George H. Poor, Esq., fifteen dollars in cash from a "friend" of the school, and an oak library costing twenty dollars from the School Committee.

The Alumni Association gave the Goldsmith prizes for Declamation; Mrs. Downs very kindly gave again a prize of five dollars for excellence in Botany, and the Mary Starbuck prizes for English Composition were also again presented.

The winners of the Goldsmith prizes were:

Timothy F. Cullinane, best boy.
Miriam F. Carpenter, best girl.

The winner of Mrs. Downs's prize for Botany, was:

Ada F. Hall.
Walter Lamont, honorable mention.

The winners of the Mary Starbuck prize were:

Miriam F. Carpenter, first.
Alice M. Bell, second.

Before closing this report I think I ought to say that, although we could do the work of the school easier and better with five teachers than with four, and could perhaps carry on one or two more subjects than at present, it would be a great mistake to suppose that we are absolutely crippled and that we can no longer do the work of a really good high school. In the changes made in the course of study last Spring, there were some gains as well as some losses. For example, we are this year carrying for the first time the Harvard preparatory work in physics. We are getting more time in Latin and first year algebra, and are getting a whole year in chemistry, four recitations a week, a gain of twenty-four recitations, and a year in physics, four recitations a week, a gain of twenty-four recitations (in addition to the Harvard preparatory physics referred to above). We can prepare pupils for College, for the Institute of Technology and for the State Normal Schools better than ever before.

With five teachers, each teacher would have fewer subjects to teach, we could all take our work more comfortably, and have a little time and strength for self-improvement, the greatest boon imaginable for a live, earnest teacher, and could do more individual work in our spare periods. At the same time, it would be unfortunate and very wide of the mark for any parent, who may be considering the subject of a secondary education for his child, that is to be graduated from the grammar school at the end of the present school year, to assume that his child cannot get an excellent high school education at Punchard, notwithstanding the reduction of the teaching force made last June.

I wish to assure my faithful and efficient fellow-teachers on the Punchard Faculty, of my high appreciation of their earnest and successful work, and to express to the Trustees my thanks for their continued sympathy and support.

Respectfully submitted,

FRANK O. BALDWIN,

PRINCIPAL.

# PUNCHARD FREE SCHOOL

| MATHEMATICS | | LATIN | GREEK | FRENCH | ART |
|---|---|---|---|---|---|
| 5 | 3 | 5 | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar, Sight Reading. | | | |
| 5 | | 5 | 5 | | |
| Algebra. Geometry. | | Cæsar, Composition. | Lessons, Anabasis. | | |
| Geometry, Algebra. | | Cæsar, Composition. | Lessons, Anabasis, | | |
| Geometry, Algebra. | | Cæsar, Composition, Sight Reading. | Lessons, Anabasis. Sight Reading. | | |
| 3 | | 5 | 5 | 5 | 1 |
| Geometry, Algebra. | | Cicero, Composition, | Anab. Composition, | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Music. |
| Geometry, Algebra, | | Cicero, Composition. | Anab. Composition. | Authors, Comp, | |
| Geometry, Algebra, | | Cicero, Composition. Sight Reading. | Selections from Xen. Composition. Sight Reading. | Authors, Comp. Sight Reading, | |
| 5 | | 5 | 5 | 5 | 1 |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Art. |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | |
| Review of Arithmetic. | | Virgil, Ovid, Composition. Sight Reading. | Review, Composition. Sight Reading. | Authors, Comp. Sight Reading. | |

**Gymnastics throughout the course.**

# COURSE OF STUDY. (In use after September 13, 1897.)

| YEARS | TERMS | ENGLISH | HISTORY | SCIENCE |
|---|---|---|---|---|
| FIRST YEAR | | 3 | 3 | 4 |
| | *Fall* | Lessons, Composition. Whittier. | History of England. | Physics. |
| | *Winter* | Lessons, Composition. Longfellow. | History of England. | Physics. |
| | *Spring* | Lessons, Composition. Gen'l view of American Poetry. | History of England. General view. | Physics. |
| SECOND YEAR | | 3 | 3 | 4 |
| | *Fall* | Rhetoric. American Essayists and Orators. | Developm't of English Constitution. | Chemistry. |
| | *Winter* | Rhetoric. American Novelists. | Civil Gov't in U. S. | Chemistry. |
| | *Spring* | Rhetoric. Gen'l view of Amer. Prose. Compositions throughout the year. | Civil Gov't in U. S. | Chemistry. |
| THIRD YEAR | | 3 | 3 | 4 |
| | *Fall* | | History of Greece. | Physiology. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts in English. | History of { Greece. Rome. | Physiology, one-half term. } Botany, one-half term. } |
| | *Spring* | | History of Rome. | Botany. |
| FOURTH YEAR | | 3 | 3 | 7 |
| | *Fall* | | Mediæval, topics, lectures. | Geology 4. Physics 2. Ex. lab. work. Astronomy 1. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts. Historical Grammar. | Modern, topics, lectures. | Astronomy 4. Physics 2. Ex. lab. work. |
| | *Spring* | | Nineteenth Century. — Comparison of Govern'ts of U S., Eng., France and Germany. | Geology 1. Phys. Geography 5. Physics 2. Ex. lab. work. |

**Music, Drawing, Declamations, Themes, Military Drill,**

## TRUSTEES OF PUNCHARD FREE SCHOOL.

Samuel H. Boutwell,
Myron E. Gutterson,
Rev. Robert A. MacFadden,
Rev. Frederic Palmer,
George A. Parker,
George H. Poor,
Rev. Frank R. Shipman,
Horace H. Tyer.

## ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1896–97.

President, Rev. Frederic Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:

Rev. Frederic Palmer,
Rev. Frank R. Shipman,
Rev. Robert A. MacFadden.

Prudential Committee:

Horace H. Tyer,
Myron E. Gutterson.

Auditing Committee:

George A. Parker,
Myron E. Gutterson.

## TEACHERS.

Frank O. Baldwin, Principal.
Mary E. Höhn Dern, First Assistant.
Jean S. Pond, Assistant.
Charlotte Norris, Assistant.
Mary E. Carter, Assistant.

# REPORT

OF

# THE SCHOOL COMMITTEE

OF THE

## TOWN OF ANDOVER, MASS.,

FOR THE SCHOOL YEAR

~~1899~~
1898




ANDOVER, MASS.
THE ANDOVER PRESS
1899

# TOWN OF ANDOVER.

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OFFICE OF SCHOOL COMMITTEE,
January 30, 1899.

*Voted*, That the annual report of the Superintendent be adopted as the annual report of the School Committee.

G. E. JOHNSON,
*Secretary.*

## SCHOOL COMMITTEE, 1898-99.

| | | | | |
|---|---|---|---|---|
| J. Newton Cole, Chairman, | Term expires | March | | 1900 |
| George D. Pettee, . . . | „ | „ | „ | 1900 |
| William Shaw, . . . . | „ | „ | „ | 1900 |
| John Alden, . . . . | „ | „ | „ | 1899 |
| John N. Cole, . . . . | „ | „ | „ | 1899 |
| William Odlin, . . . . | „ | „ | „ | 1899 |
| John L. Brewster, . . . | „ | „ | „ | 1901 |
| Mrs. E. S. Morrill, . . . | „ | „ | „ | 1901 |
| Mrs. L. A. Wilson, . . . | „ | „ | „ | 1901 |

G. E. Johnson, Secretary and Superintendent.

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Regular Meetings of the Committee:

The last Monday of every month at 7.30 P.M.

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## TRUANT OFFICERS.

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J. Warren Mooar, Centre and West Parish.

H. M. Hayward, Ballardvale.

## STANDING COMMITTEES.

Advisory and Auditing Committee:

John N. Cole, J. Newton Cole, John L. Brewster.

Committee on Teachers and Music:

John Alden, Mrs. L. A. Wilson, Geo. D. Pettee.

Committee on Text-books and Supplies:

Mrs. E. S. Morrill, William Shaw, William Odlin.

Sub-Committees:

Stowe, John Dove, and Abbott Village Schools: John Alden, Geo. D. Pettee, William Odlin.

Ballard Vale, Holt, and Scotland Schools: William Shaw, Mrs. L. A. Wilson, and J. Newton Cole.

West Centre, Frye, Osgood, Bailey, Abbott, and North Schools: John N. Cole, John L. Brewster and Mrs. E. S. Morrill.

## SCHOOL CALENDAR FOR THE YEAR 1899.

| | |
|---|---|
| Winter term begins Jan 2. | Winter term closes March 31. |
| Spring term begins April 10. | Spring term closes June 23. |
| Fall term begins Sept. 11. | Fall term closes Dec. 22. |

# REPORT

## OF THE SUPERINTENDENT.

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*To the School Committee of Andover:*

The Ninth Annual Report of the Superintendent of Public Schools of the Town of Andover, being the report for the year 1898, is herewith respectfully submitted:

### STATISTICS.

#### I. POPULATION.

| | |
|---|---|
| Population of Andover, | 6,148 |
| Number of children registered in school census, 1898, | 1087 |
| Number of children between five and fourteen years of age. | 909 |
| Number of children between eight and fourteen years of age, | 612 |
| Number of children three and four years of age, | 178 |

#### II. VALUATION.

| | |
|---|---|
| Valuation of Andover, | $4,854,677 |
| Estimated valuation of school houses and lots, not incluing high school building, | 92,000 |
| Estimated valuation of books and apparatus, | 4,000 |

### III. SCHOOL EXPENSES.

| | |
|---|---|
| Total amount expended, 1898, | $24,697.84 |
| Schools, | 20,998.96 |
| School Houses, | 2,199.57 |
| Books and Supplies, | 1,499.31 |
| Ratio of school appropriation to whole appropriation, | .26 |
| Amount paid for current expenses, salaries, fuel, books, supplies, | 20,998.96 |
| Expense per child, based on average number belonging, | 22.95 |

### IV. SCHOOL BUILDINGS.

| | |
|---|---|
| Number of school buildings, not including high school building, | 12 |
| Number of rooms, | 34 |
| Number of rooms not occupied, | 3 |

### V. TEACHERS.

| | |
|---|---|
| Whole number of teachers, not including high school, | 33 |
| Number of principals of buildings, | 5 |
| Number of principals of kindergartens, | 2 |
| Number of regular teachers, | 23 |
| Number of kindergarten assistants, | 2 |
| Number of special teachers, | 1 |
| Number of observers, | 4 |

### VI. SALARIES.

| | |
|---|---|
| Average salary paid principal of building, | $600 |
| Average salary paid regular teacher, | 437 |
| Highest salary paid grade teacher, | 500 |
| Highest salary paid country teacher, | 450 |
| Lowest salary paid grade teacher, | 425 |
| Lowest salary paid country teacher, | 325 |

### VI. PUPILS AND ATTENDANCE.

| | |
|---|---|
| Whole number of children registered in kindergartens, primary and grammar schools of the town, | 1133 |
| Number of children registered under five years of age, | 75 |
| Number of children registered over fifteen years of age, | 30 |
| Number of children registered over eight and under fourteen years of age, | 723 |
| Average membership, | 980.09 |
| Average attendance, | 909.71 |
| Per cent of attendance, | 92.81 |
| Highest per cent of attendance in any school, Indian Ridge, Grades V–VI, | 98.9 |

I desire to present for your consideration the following topics:

### I. THE RETENTION OF TEACHERS.

The frequent change of teachers in Andover is a serious evil. During the last three years, with a teaching force of thirty-two, we have employed seventy-eight different teachers. We have had, during this time, twenty different teachers in our central grammar school. The ordinary evils attendant upon a change of over one-third of our teachers each year are apparent, but it is an additional reason for concern that we fail to retain those teachers who have proven themselves so efficient in Andover that they are invited elsewhere at an increased salary. Fortunately, home ties have served to keep in Andover many teachers who would otherwise have left our schools for better positions, but a large number of our teachers must and ought to be from out of town, and the length of service of the most efficient of these teachers depends mainly upon the salary they can command in Andover. The promise, which teachers sign, that they will continue in service to the end of the year, protects us in a measure from changes during the school year,

although it is a fact that every request for a release, with one exception, has been granted, but it serves not the slightest against changes at the end of the year. Of course some changes are unavoidable, not to say desirable both for the schools and for the teachers; the infusion of new blood is good for the schools, and a change of environment is often most salutary for a teacher, but necessary and desirable changes are comparatively few.

We are at a disadvantage in another respect, although, in this case, the disadvantage is a credit to us. We have entered upon the policy, in the hiring of teachers, of doing by other towns as we would be done by, and of having regard for the good of schools other than our own, and we have adhered strictly to our policy. When we release a teacher during the school year to go to another town, we seek to fill the vacant place from the number of teachers who have no position, discarding the candidates who would, in coming here, necessitate a change in some other school. There are many towns less favored than Andover in the matter of salaries and we could to our advantage, at such times, prey upon them in our turn, but will not.

There is but one conclusion at which we may arrive in this matter. If we demand of our teachers work on par with that of towns, A, B, and C, and get it, we must pay salaries equal to those paid by A, B, and C, or they will come and hire our teachers from us. We must accept poorer work from our teachers than the best, or pay higher salaries than we do, or serve as fitting schools for towns more favorcd than we.

This is not said in hope of a considerable increase in the appropriation for schools. The appropriations have been sufficient, with perhaps a slight over-draw in case of emergency, to warrant the Board in retaining any teacher whose removal from Andover might be considered a serious misfortune. After all that may be said and done for the improvement and beautifying of building and grounds, for art,

architecture, and landscape, books, apparatus, and furnishings, all so much needed and being generously accorded by the people of Andover, nevertheless, the teacher is still the school, her personality counts for more than all material environment, it is the spirit of the woman who faces the children day after day, that educates most. Mark Hopkins at one end of a log and a boy at the other constitutes the essential of the college. Experience, maturity of thought and ideals added to natural endowments and proper training, these are most valuable to us in our teachers. To help teachers become the best they can, so far as he is able, should be the chief concern of the superintendent; the School Committee has no more important function than that of securing and maintaining the highest possible standard in the teaching force of the town. *

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* That Andover is peculiarly subject to change of teachers, is seen in the fact that the ratio of the number of positions in the state in 1897-98, to the number of different teachers employed, was 1 to 1.12. In Andover for the last three years it has been 1 to 1.36. This is nearly as bad as the ratio for fifty nine towns of Massachusetts whose average salary for teachers was less than $30 a month, viz., 1 to 1.41.

## II. CONSOLIDATION OF SCHOOLS.

The old district system was adopted by Massachusetts in 1739. Whatever may have been the advantages of the system in that time of "intense individualism", it is certain that the great town and city development of the present and the attendant depletion of the country districts, together with the great changes in the public school itself, have rendered the system entirely out of keeping with the times. Andover long ago did away with the district system, *per se*, but she has retained all these years the main disadvantages of the system, and, in fact, has induced in a few respects in the district schools a condition worse than the first. She has centralized authority, but the authority has necessarily become more remote and less interested in the individual school. In brief, Andover has in her conduct of the so called country schools, annulled the greatest advantages of the town system, excepting that of supervision, and at the same time retained the worst features of the old system.

The chief disadvantages of the small district schools may be briefly stated. It is very difficult to maintain in them a high grade of teaching ; their teachers, as a rule, must be young and inexperienced. Thirty-two different teachers have served in our seven country schools since September, 1895. One half of these were wholly inexperienced. Unless constrained by home ties, ambitious, growing teachers will not remain in ungraded schools.

While these schools are the ones most in need of supervision, partly because the teachers are inexperienced and partly because the difficulties of teaching are greater than in the graded schools, the difficulty of close supervision is greatly increased. Five teachers with two hundred children can be supervised more easily and effectually in town, than two teachers with twenty-five children in the outlying country schools.

The excessive number of classes renders the instruction necessarily hasty and unsatisfactory. Our seven country schools have 121 children and 41 grades, an average of six grades to a school and 3 children to a grade. A teacher with six grades in her school can not get through her work with less than from twenty-five to thirty classes a day. Flesh and blood, or recitations, must suffer under such conditions. It is often the first, but always the latter. While our country schools, as a whole, are doing better work now than at any time previous during your superintendent's term of office, it is a fact that the results do not and, in the nature of the case, cannot compare at all favorably with the work of the central schools.

Although the classes are very small, the endeavor to diminish the number of classes as much as possible, often renders the difficulty from inequality of ability on the part of children greater than that in large graded classes.

The children lose the interest and inspiration of larger classes. This is by no means a small disadvantage to the child of the country school.

The comparative isolation of the children in the small country school tends to provincialism; these children need especially the contact and influence of children of the same age and attainments.

The expense of educating children in small country schools is excessive. It costs over $3000 a year to maintain our country schools. Much of this might be saved to Andover and greater advantages be given her children.

It is encouraging to see that parents living in the outer districts are beginning to recognize the advantages of larger schools. Each year an increasing number applies voluntarily for admission to the central schools. Five children of the fifty-six in the five smaller schools were denied admission to the central schools last fall to their bitter disappointment. Universally, so far as I have been able to gather their testimony, the parents who have sent children from the outer

schools to the central schools, have expressed great satisfaction in the general improvement of their children. One half of the children of one outer district are now attending the central schools, and one third of the remainder asked and were refused admission on account of the crowded conditions of the rooms to which they would necessarily be assigned.

Weighty testimony in favor of consolidation of schools is borne by the tax-payers of Massachusetts. The act authorizing the conveyance of children to school at public expense was passed in 1869. There were no returns of the expenditures under the law until 1888-89. The amount expended that year for conveyance was $22,118.38. The amount expended in 1897-98 was $123,032.41. A policy tried for twenty years and increasing in favor five fold in the last ten years bears undoubted approval to the advantages of the consolidation of schools.

How the consolidation should be affected in Andover, it is not my purpose to speak of in detail. My plan would be to make a trial of the matter on a small scale, namely, to close the Scotland and Holt schools for a year and convey the children to the central schools. As a matter of fact, thirty-six per cent of the children of school age in these two districts already attend school in the centre or have asked permission to attend.

At all events, it is certain we ought to do more for our country children than we do now, and this involves the spending of either less money or more upon them; less by diminishing the number of schools to the advantage of the remaining, or more in maintaining a higher standard of teaching in all.

### III. PHYSICAL TRAINING.

Through the generosity of a citizen of Andover, there has been engaged a teacher of gymnastics one day a week for twenty-five weeks. Her work has been with the children during school hours and with classes of teachers after school.

The Swedish system, which was already in vogue in Andover, has been continued. Already it is possible to see a decided gain in the gymnastics of our schools and in the interest of teachers. The one hour a week given to gymnastics and games is a small part of the duty of the school to the physical welfare of the child; it is the very least we can in conscience do. The short time given by the special teacher in gymnastics does much toward better work and greater interest, and it would be a pity not to continue her next year for at least as great a part of the time as she gives now to the work.

One who has read William Blaikie's "How to Get Strong," and especially one who has also heard him speak, can not fail to appreciate the influence of a nature full of the physical joy of life, and to be inspired with an ambition to be well and strong. The universal admiration of boys for physical prowess and skill in sports, makes them very susceptible to the ambition to have a good physique. A more desirable ambition for a growing boy could hardly be than that to make the most of his body. A modern gymnasiarch, knowing, entering into, influencing the games of boys, would be a mighty power for good. A woman teacher of gymnastics could not well fill such a place among boys, but as an example of physical well-being and an enthusiast in womanly exercise and outdoor sports, she would be most helpful to teachers, whose work is peculiarly exhausting, and who need especially inspiration toward the right kind of outdoor exercise. With girls of the grammar grades, who play too little, she could do much to interest in outdoor games, while with the little ones such work is indispensable. We have especial advantages in playgrounds outdoors, and in basements and vacant rooms indoors, for the use of games with the younger children, supplementary to the gymnastics, and the special teacher is of much help here. The comparatively small sum necessary for this work could not be spent to greater advan- to the town of Andover.

## IV. MANUAL TRAINING AND VACATION SCHOOLS.

The State Legislature has given evidence to the increasing recognition of the claims of manual training for a place in public school work by passing an enactment making its instruction compulsory in cities with a population of 20,000 or over. Many towns with population below 20,000 have introduced manual training. It would be unwise to hasten the introduction of manual training in Andover, with all that the term ought to imply, in the lack of any considerable popular recognition of the wisdom of such a course. Andover is particularly fortunate in having such a society as the Andover Guild, which is doing a great service to social progress and education. This society has supplied in a considerable degree opportunities not afforded by the public schools. The kindergarten, now thoroughly embodied in our public school system, received its initiative through this society. The School Board responded in aid of the society, first in providing a room and supplies, and later in taking full charge of the kindergarten, and since has established two other kindergartens. The Guild is providing a valuable experimental school now in the matter of manual and domestic training without any help from the School Board. Again last summer, the Board aided the Guild in the vacation school by granting the use of the Stowe School building. The School Board has an exceptional opportunity to observe work of this kind and to determine whether or not it has sufficient claim to a place in regular school work. And this leads naturally to the consideration of the summer schools.

The length of school year has gradually been increased throughout the country, the average for this state being 9 months and 6 days. While there are many advantages in a long summer vacation, there are, on the other hand, disadvantages in closing our schools to all children for so long a period as ten weeks in the summer. This is an especially important matter in large cities, and the need of maintaining

some sort of school for a portion of the summer vacation is coming more and more to be realized. But the same need exists, less extensively but none the less really, in towns of the size of Andover. Many children would be far happier, and gainers morally, physically and mentally, by attending a summer school for a portion of the summer vacation.

The expense of the vacation school last summer was less than one hundred dollars. It is not to be supposed that Andover will appropriate even this small amount for summer work, or perhaps any amount whatever, but it is greatly to be desired that any work which has so obvious a bearing on growing tendencies in modern public school education, should be observed not alone by the School Board as the head of and authority on the educational interests of the town, but by other citizens as well, as a basis for intelligent checking of such tendencies, if they are wrong, or for furthering them if they are right.

## V. PLAYGROUNDS.

What has been said on vacation schools has its bearing on the question of a playground. Elsewhere and from other sources the question of purchasing the Richardson Lot is being brought to the attention of the public. To set forth the value of the possible moral and physical influence of such a play-ground on the children of Andover, to say nothing of the intellectual side, or of the desirability of the "playstead" as a matter of village improvement, would demand more space than should be given it in this report. This brief mention of the matter is made in the belief that all concerned in the management of the education of the children and youth of Andover should throw the weight of their influence in favor of purchasing the ground in question.

## VI. SCHOOLROOM DECORATION.

Mention should be made of the tireless and self-sacrificing labor of Principal Edith McLawlin and the John Dove teachers in raising funds for the decoration of their school building. They and the ladies who served on the committee for the selection and purchase of the pictures and casts have done a public service. This committee, in deciding upon the works to be purchased, was greatly indebted to Mrs. Annie Sawyer Downs, who served on the committee, and was in consultation also with Mr. Walter Gilman Page of Boston. The following is a list of the works selected:

### KINDERGARTEN

| | |
|---|---|
| Sistine Madonna, | Raphael |
| Flight into Egypt, | Plockhorst |
| The Nursery, | Waterlow |
| Saved, | Sperling |
| Two Reliefs, | Della Robbia |
| Relief, Cherubs, | Fiamingo |
| (Portrait of Froebel) | |

### GRADE I

| | |
|---|---|
| Holy Night, | Müller |
| Madonna, | De Fregger |
| Baby Stuart, | Van Dyck |
| Dignity and Impudence, | Landseer |
| Bust, Laughing Boy, | |
| (Bust, St. John, Boyhood) | |
| (Primary School in Brittany, | Geoffrey) |
| (Beggar Boys, | Murillo) |
| Relief, | Della Robbia |

### GRADE II

| | |
|---|---|
| Madonna, | Bodenhausen |
| Bridal Procession, | Turner |
| Portrait of Whittier. | |
| Portrait of Longfellow. | |

Whittier's Birthplace, taken in 1869.
Listening to the Fairies, Bodenhausen
Relief, Vintage, Glodion
(Little Ducks, Dieffenbach)
(On the Haymow, Mrs. Allingham)

GRADE II AND III

St. Anthony, Murillo
Children's Festival, Knaus
Two Reliefs, Della Robbia
Trumpeters,
Singing Boys.
(Dauphin. Greuze)
(Girl and Cat, Angelica Kauffmann)
Statue, Young Michael Angelo.
Statue, David, Mercier

GRADE III

Madonna, Bouveret
Feeding her Birds, Millet
Return from Horse Fair, Rosa Bonheur
Breaking Home Ties, Hovendon
Thoroughbred, Herring
Three Vessels of Columbus,
Bust, Franklin.
Bust, Webster.
Relief, Della Robbia

GRADE IV

Christ and the Doctors, Hoffmann
Shepherdess, Le Rolle
Queen Louise, Richter
Venetian View.
Angel Heads, Reynolds
Statue, Mercury, Pigalli
Statue, Diana of Versailles.
Two Reliefs, Cherubs, Fiamingo

LOWER HALL

Bust, Washington, Houdon

UPPER HALL

Bust, Lincoln.
Capitol.
State House.

The School Committee greatly aided the work by authorizing the painting of the interior of the building. The money raised by the teachers by means of the entertainment and fair, was increased through gifts by the Andover Village Improvement Society, a prize for best kept school yard, Mr. and Mrs. Geo. W. W. Dove, Mrs. Annie Sawyer Downs, Miss Elizabeth H. Demarest, Mr. G. E. Johnson.

The works mentioned in parentheses are not yet in place. To assist in raising the additional amount necessary for their purchase, Mrs. Downs has generously offered to give her lecture on "Childhood in Art."

The value of works of art in the school room need not be mentioned here. It has been spoken of previously in school reports, in the columns of the local paper, and elsewhere, and has already come prominently into the consciousness of the towspeople. The teachers generally throughout the the town are not only greatly interested in making their school rooms attractive, but have, in some cases, made efforts to become more familiar with art, not alone for personal culture, but also that they might be more intelligent judges of what would be best for their schools. The very cordial aid given to the teachers of the John Dove School by the public will encourage teachers of other buildings in their efforts also.

The wise policy of the Board in gradually and continually improving grounds and buildings will soon make the school environments of Andover among the very finest in the State. The funds at interest for the benefit of public schools in Andover make comparatively easy here what would be a considerable burden in many towns. And this introduces the next topic.

## VII. SCHOOL EXPENSES.

It may be of interest to compare Andover to the other towns (or cities) of Massachusetts as regards school expenses. In a list of the 353 towns and cities of Massachusetts, arranged in the order of rate of school tax, Andover's position is indicated in the following table :

Andover compared to all other towns (or cities) of Massachusetts :

I. As to rate of school tax

1894-95, Andover stood No. 162.
1895-96, Andover stood No. 192.
1896-97, Andover stood No. 223.

II. As to amount spent for each child in school

1895-96, Mass. spent for each child, $24.73.
1895-96, Andover spent for each child, $22.34.
1896-97, Mass. spent for each child, $25.10.
1896-97, Andover spent for each child, $22.01.
1897-98, Mass. spent for each child, $25.22.
1897-98, Andover spent for each child, $21.83.

While comparisons like the above cannot be perfectly satisfactory, and while one town can not wisely decide its school appropriations by those of other towns, yet such comparisons have their value. It seems that Andover is not heavily burdened by her public schools. Andover is fortunate in respect to endowments devoted to public schools, a very small sum for the benefit of the Scotland School, a thousand dollars for the Frye Village School, and the Punchard bequest which bears nearly the entire expense of the High School. Were it not for this exemption from the support of a high school, Andover's position in the above list would be much higher. It is a pertinent question whether Andover's good fortune should contribute to decrease of school expenses, or to the increase of school advantages. If to the latter, then Andover has exceptional opportunities in matters

of public school education. Her reputation, world wide, for high social and intellectual standards, her institutions of learning, the long line of eminent men and women who have lived here, her inspiring history and traditions, her wealth sufficient for her needs, the schools bequests, the comparatively new buildings, the magnificent school sites, her exceptional interest in education and social progress, her societies active in benevolence, education and village improvements, not to mention societies more intimately concerned in personal improvement and the art of living, which cannot fail to react in public spirit—all these place Andover at the very front in opportunity for setting and attaining the highest standard for her public schools. And yet the public schools of Andover are somewhat in the shadow of the very interests which should contribute to their advancement. Whatever may be admitted of the faults, weakness and errors of prevalent systems of education, nevertheless education is the chief concern of humanity; in intent and purpose it is synonymous with progress of civilization; if the doubt is whether education should be spontaneous, self-education, the education of our schools, of different schools, or no schools, still it is education of some sort, and the chief concern of mankind, in that case, is to find out what education should be. Could an intelligent man or woman spend a day in the public schools, and not see something which might be improved, and which almost everybody would agree should be improved? And why isn't it improved? The old adage, "Everybody's business is nobody's business," applies to public schools. If one says that all these things are the business of the School Committee, the superintendent and the teachers, he forgets that their powers are limited by the public, not alone by specific vote and appropriation, but by popular sentiment. The School Committee, the superintendent or the teacher, who kept far out of step with the public, either in advance or behind, would soon give place to another with a finer sense of rythm. Neither the School Committee, nor

the superintendent, nor the teacher, can make good schools alone; they can be successful mainly as they are supported by public sentiment.

There is sufficient realization of the value of good schools, and sufficient interest in supporting them, both by personal effort and appropriations, latent in the public mind. The need is simply one of awakening to a realization of the privilege and duty of the public in keeping in closer touch with and more active participation in the work of the public schools.

## VIII. COURSE OF STUDY AND METHODS.

No note worthy change has been made in course of study since the report of two years ago. As is generally known, many things are now taught in the elementary schools that were not taught some years ago, and it is natural, perhaps, that some should think that the old fashioned common school studies are to a considerable degree displaced, but this is not so. We have still the ideal of good old fashioned thoroughness in the essentials of common school studies. And if we wished to change the relative importance of some of these studies in the elementary schools more than is now thought of being done, yet we should be held bound by the requirements of the high schools and academies for which our grammar schools must prepare their pupils.

But there is one thing upon which more emphasis is laid than formerly, and which does give rise to some misunderstanding possibly, namely, the interests of children. The criticism is sometimes made that teachers now try to make school too easy for children, children do not learn how to apply themselves to hard study. That this criticism comes from a misunderstanding can be easily shown. Deference is paid, certainly, to what the child enjoys. The child is normally happy and active. He has his own world of knowledge and interests. We endeavor to meet the child on his own ground,

to build upon his past experiences and present interests. Because we base the first reading lesson upon what the child likes to talk about, or later approach a subject through the knowledge the child has already of that subject, so that he seems to be exploring further or examining more closely a world with which he is already, in a measure, familiar; or because we utilize in his work somewhat of the incentive of his own native interest in some allied activity, can it be said that the child is receiving less information or power from his schooling?

Is, for example, a breathing exercise less valuable or efficacious, because it is accomplished through a game of tag? Is the knowledge of the life and habits of the Eskimos less worth while because the child gains his first views of it through the play, toys, dogs, home, food and life of little "Chuglu" and his playmates? Is the mind less quick and accurate in arithmetic, to speak of simply a device, because the lesson is often enlivened by some arithmetical game? Is the study of nature less useful because the children gather the flowers by the road or in the field, or plant the seeds? Or because it is some animal pet that is studied, or the tadpoles or fish the boys have caught for the aquarium? Is it any harm that a boy, instead of studying the map questions on the United States in his geography, should be allowed now and then to search the map to locate the post marks he has collected? Oh, these child interests, they bear precious opportunities for every teacher. Interests that have been manifested in some form or another in generations upon generations of children are more than silly fads, they are the echoes of the activities that have brought our race to its place in the world to-day, they are an inheritance of the children of men. They are not whims to be humored, caprice to be encouraged, nor yet faults to be repressed; they are windows into the child-soul that we may see what he is like, and what he is like to be. As such they should be studied and respected, used, though not abused.

But will this kind of instruction, this decking, as it were, the road to knowledge with the flowers of child interests, prepare him for the stern labors of later life? Will he acqnire the power and inclination to undergo the toil that must accompany every successful life? Yes.

Men labor not from sense of duty to labor, but to attain some ideal accomplished through labor, whether it be to appease hunger, to live a useful life, to create a master work of art, or to hasten the Kingdom of God. Most successful men enjoy their work. Interest in the ideal if not in the work itself is always behind the effort. Interest begets interest, and life itself might almost be said to be measured by the depth and extent of interests. Respect for and interest in oneself and what one has to do, says Pres. Hyde, is the first condition of a good moral character. Many a bad boy has been inspired to good work in school, even saved to a good and useful life, because the teacher discovered in him some boyish interest and built upon it. It is the stopping with the child interests, surely, that is objected to, not the beginning with them. It would be a mistake to ignore them, it would be another to end with them.

This report having been accepted and adopted as the report of the School Committee for the current year, the appropriations asked for are herewith appended.

| | |
|---|---|
| Schools, | $21,000 |
| School Houses, | 2,500 |
| Books and Supplies, | 1,600 |

With continued and sincere appreciation of the work of the teachers, the encouragement of the parents, and the advice and support of the School Committee, this report is

Very respectfully submitted,

G. E. JOHNSON, *Supt.*

# LIST OF TEACHERS.

Corrected Jan. 1, 1899.

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## STOWE SCHOOL.

| GRADE. | NAME. | P. O. ADDRESS. |
|---|---|---|
| IX | Anna E. Chase, Prin., | Andover, Mass. |
| VII, VIII | Bessie F. M. Willgoose, | Andover, Mass. |
| VII | Katherine Robinson, | Andover, Mass. |
| VI | Julia C. Carleton, | Andover, Mass. |
| V | Carolyn A. Dean, | Andover, Mass. |
| Special Preparatory | Ella L. Comstock, | Andover, Mass. |

## JOHN DOVE SCHOOL.

| | | |
|---|---|---|
| IV | Edith A. McLawlin, Prin., | Andover, Mass. |
| III | Lucy A. Roach, | Andover, Mass. |
| II, III | Annie O. S. Clemons, | Andover, Mass. |
| II | Jennie S. Abbott, | Andover, Mass. |
| I | Adèle H. Duval, | Andover, Mass. |
| Kindergarten | Evelyn P. Reed, Prin., | Andover, Mass. |
| | Mary E. Scott, Asst., | Ballardvale, Mass. |

## BRADLEE SCHOOL.

| | | |
|---|---|---|
| VIII, IX | Clara Putnam, Prin., | Andover, Mass. |
| VI, VII | Jessie B. F. Greene, | Ballardvale, Mass. |
| IV, V | Annie M. Downes, | Ballardvale, Mass. |
| II, III | Rubina S. Copeland, | Ballardvale, Mass. |
| I | Florence I. Abbott, | Andover, Mass. |

## INDIAN RIDGE SCHOOL.

| | | |
|---|---|---|
| V, VI | Margaret C. Donovan, Prin., | Andover, Mass. |
| III, IV | Jennie Birnie, | Andover, Mass. |
| I, II | Bertha F. Meacom | Andover, Mass. |
| Kindergarten | Florence M. Prevost, Prin., | Andover, Mass. |
| | Marie L. Saunders, Asst., | Andover, Mass. |

## FRYE VILLAGE SCHOOL.

| GRADE. | NAME | P. O. ADDRESS. |
|---|---|---|
| IV, V, VI, VII | Lilla A. Abbott, Prin., | Lawrence, Mass. |
| I, II, III | Helen W. Battles, | Andover, Mass. |

## WEST CENTRE SCHOOL.

| | | |
|---|---|---|
| II, IV, VI, VII, VIII, | Gertrude A. Burtt, | Andover, Mass. |

## SCOTLAND SCHOOL.

| | | |
|---|---|---|
| I, II, III, IV, VI, VIII | Sara L. Patrick, | Andover, Mass. |

## HOLT SCHOOL.

| | | |
|---|---|---|
| I, IV, V, VIII | Julia I. McCarthy. | Andover, Mass |

## OSGOOD SCHOOL.

| | | |
|---|---|---|
| I, III, IV, VI, VII, VIII, IX | Harriet W. Carter, | Andover, Mass. |

## BAILEY SCHOOL.

| | | |
|---|---|---|
| I, IV, VI, VIII | Eva A. Hardy, | Andover, Mass. |

## ABBOTT SCHOOL.

| | | |
|---|---|---|
| I, III, IV, VI, VII, VIII, IX | Alice M. Bowman, | Lawrence, Mass. |

## NORTH SCHOOL.

| | | |
|---|---|---|
| I, II, III, IV, V, VII, VIII, IX | Mary E. Kinney, | Andover, Mass. |

## SPECIAL TEACHER

| | | |
|---|---|---|
| Music and Drawing. | — Elizabeth H. Demarest, | Andover, Mass. |

# STATISTICAL TABLE OF THE SCHOOLS,

## FOR THE SCHOOL YEAR ENDING JUNE 24, 1898.

| SCHOOL. | GRADE | TEACHER. | Number Registered. | Average Membership | Average Attendance. | Per cent. of Attendance. |
|---|---|---|---|---|---|---|
| Stowe | IX | Anna E. Chase | 49 | 44.79 | 42.94 | 95.87 |
| | VIII | Susan N. Molther | 51 | 38.40 | 36.58 | 95.26 |
| | VII | Grace A. Puffer | 53 | 47 | 44.31 | 94 27 |
| | VI | Julia C. Carleton | 47 | 44.88 | 40.51 | 90 26 |
| | V | Carolyn A. Dean | 51 | 43.94 | 40 66 | 92.53 |
| | Special | Etta L. Comstock | 24 | 23.13 | 22.30 | 95.17 |
| John Dove | IV | Edith A. McLawlin | 48 | 44.75 | 41.83 | 93.47 |
| | III | Lucy A. Roach | 47 | 44.61 | 43.05 | 96.50 |
| | II | Annie O. S. Clemons | 52 | 47.22 | 45.18 | 95.67 |
| | I-II | Jennie S. Abbott | 50 | 44.3 | 40.69 | 91.85 |
| | I | Laura F. Farnum | 52 | 41.57 | 35.80 | 86 36 |
| | Kinder-garten | Mary A. Dacey, Prin.<br>Evelyn P. Reed, Asst. | 71 | 42.7 | 34 70 | 81.26 |
| Bradlee | VIII-IX | Clara A. Putnam | 26 | 22.33 | 21.17 | 94 80 |
| | VI-VII | Jessie B. F. Greene | 34 | 33.27 | 32 28 | 97.02 |
| | IV-V | Annie M Downes | 36 | 33.55 | 31.71 | 94.51 |
| | II III | Rubina S. Copeland<br>Maria A. Bunker | 40 | 36.86 | 35 15 | 95.38 |
| | I | Florence I. Abbott | 32 | 27.05 | 24.53 | 90.68 |
| Indian Ridge | V-VI | Margaret C. Donovan | 37 | 35 52 | 35.13 | 98.90 |
| | III-IV | Jennie A. Birnie | 46 | 44.98 | 44.24 | 98.35 |
| | I-II | Maria D. McLeod | 50 | 44 49 | 43.68 | 98.17 |
| | Kinder-garten | MaryA. Dacey Prin.<br>Evelyn P. Reed. Asst. | 33 | 23.83 | 19.52 | 81.91 |
| Frye Village | IV-V-VI-VII | Lilla A. Abbott | 23 | 18.80 | 17.90 | 95.21 |
| | I-II-III | Helen W. Battles | 41 | 33 16 | 31 39 | 94.66 |
| West Centre | | Gertrude Burtt | 42 | 31.78 | 28 44 | 89 49 |
| Scotland | | Julia McCarthy | 11 | 7.7 | 6.65 | 86.36 |
| Holt | | Eva A. Hardy | 16 | 13.13 | 11 24 | 85.59 |
| Osgood | | Caroline S. Daniels | 41 | 30 57 | 26 64 | 87.14 |
| Abbott | | Margaret F. Knowles | 18 | 12.51 | 11.04 | 88.24 |
| North | | Margaret M. Phillips | 15 | 13 20 | 11.38 | 86.21 |
| Bailey | | Bertha R. Heselton, | 11 | 9.47 | 9.07 | 95.77 |

| | |
|---|---|
| Number of children registered in Kindergartens, Primary and Grammar Schools of the town, | 1133 |
| Average membership, | 980.09 |
| Average attendance, | 909.71 |
| Per-cent of attendance, | 92.81 |
| Number of children in school under five years of age, | 75 |
| Number of children in school over fifteen years of age, | 30 |
| Number of children in school between eight and fourteen years of age, | 723 |

# REPORT

## OF THE TRUANT OFFICER.

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| | |
|---|---|
| Number of cases investigated, | 15 |
| Number found to be truants, | 1 |
| Arrested and sentenced to Truant School, | 1 |
| Number detained at home unnecessarily. | 2 |
| Number cases prosecuted, | 2 |
| Number detained at home on account of insufficient clothing, | 3 |
| Number detained at home on account of sickness, | 9 |

J. Warren Mooar, *Truant Officer.*

# REPORT

## OF TEACHER OF MUSIC AND DRAWING.

---

ANDOVER, MASS., Feb. 11, 1899.

*Mr. G. E. Johnson, Superintendent of Schools of the Town of Andover,*

SIR: I have the honor of submitting to you my fourth annual report as Supervisor of Drawing and Music in the Town of Andover.

The results of the past year will compare favorably with others preceding it since I have been here, because of more material being placed at our disposal.

Last Spring Term was unusually full of work consequent upon new color boxes being supplied. Their use in helping the pupils to reproduce some of Nature's treasures gave every child pleasure, as well as the opportunity for additional training in the use of the brush, and producing color effects.

Early in the Fall this work was resumed, and while all cannot attain the same degree of excellence, the efforts put into the work, and care in execution must be productive of good in many ways.

Much thought has been given to the proper presentation of the fundamental principles that govern representative drawing, care being taken at the same time that the pupil does not see the principle as an abstract thing, but as something to be applied in the representation of almost everything he is asked to express. When the study of color is added, the interest is always increased.

We do not simply want to train the eye to see and the hand to execute, but we are trying to teach them to see the beauty in the common things around them in Nature and every day life.

Since the holidays a great deal of time has been devoted to teaching the pupils of the upper grades to see picturesque scenes in out-door life and to express them in masses. This work is particularly suited to this season, there being less detail in Nature than at any other time of year.

As this work is done entirely in monotone, we feel that the pupil has gained a great deal when he can at last hand in a sketch showing distance and some interesting thing in his scene, expressing everything in masses, and doing away with that unnecessary detail which far oftener detracts than adds to what really constitutes a picture. At least one original sketch must be the result for each pupil.

The study of pictures has grown beyond our expectations. At regular intervals some famous picture is studied in each room. That in itself is educational because it helps each child to a growing appreciation of and familiarity with what is a good picture in the broadest sense, and later gives him a desire to know more than its name, to know the artist, something of his life, and some of his other works. But if that were all we hoped to accomplish in our picture study, it would almost fail in its true mission. What we want to do is to so instill a love for pictures in the child, that any picture which will be a picture to him, whether in geography, history, Nature or any other subject, is worthy his attention, study of, and preservation, if possible. We show them gems of art which they enjoy, but can only see comparatively few times.

Van Dyke says, "You must look at pictures studiously, earnestly, and honestly. It will be years before you will come to a full appreciation of Art, but when at last yon have it, you will be possessed of one of the purest, loftiest and most ennobling pleasures that the civilized world can offer."

Consequently, each pupil is urged to look farther than the picture he has in his hand for a "picture" lesson to-day, to have a wish to own pictures he can often look at and learn to know and appreciate. The earnest study in that way, and constant desire to enlarge its bounds must be beneficial to him.

One of our school-houses, the John Dove, has been thoughtfully and carefully decorated, and the great appreciation shown by the pupils cannot be properly expressed here. It must be seen for one to know how great and growing it is.

The work is the result of long months of tedious, hard work by the teachers of that school, assisted by the intelligent, painstaking advice of one of our townswomen, whose door was always open to us, whose interest in the work could not have been greater had it been purely personal, from the first, and to whom we shall ever feel under great obligations.

Other schools are following the good example set by this school, and it is to be hoped that it will not be many years before every public school-room in our town will have at least two or three good reproductions of famous paintings upon its walls.

In Music new books and charts were furnished all the lower grades last Spring, and supplementary song readers in the Ninth grade. In the lower grades the new books have proved well graded, and they contain many exercises so carefully and logically arranged, that the little ones can readily comprehend each new step taken.

Although the school year is but half gone, since the holidays the Third grade pupils have successfully read two part exercises, that work being six months in advance of any previous year during my experience here, and is very gratifying to record.

In the First, Second and Third grades at least half the time is consumed in learning rote songs, hymns, patriotic airs and Nature songs.

The new supplementary reader in the Ninth grade, "The Riverside Song Book," has proved a very enjoyable one as it contains many of our standard songs and popular airs. We all turn to it with pleasure.

Written music is required from the Fourth grade up, and is largely instrumental in helping the pupils to fasten firmly the theoretical work required in reading and music, however simple.

In many schools sickness among both teachers and pupils has retarded the work, but it is to be hoped that those interruptions are at an end.

I desire to express my sincere thanks to the teachers who have shown such cheerful willingness in the work, both with the pupils and in individual work after school hours. It has been thoroughly appreciated.

Respectfully submitted,

ELIZABETH H. DEMAREST.

# Punchard Free School.

## PRINCIPAL'S REPORT

*To the Trustees of Punchard Free School,*

GENTLEMEN : — For the school year ending June 23, 1898, school was in session thirty-seven weeks. The number of pupils enrolled was eighty-four, of whom thirty-eight were boys and forty-six were girls. The graduating class numbered eighteen, ten boys and eight girls. This was the largest number of boys ever graduated at one time from the school, and the only time in the history of the school, so far as I know, that the boys in the graduating class out-numbered the girls.

The order of studies adopted two years ago will, I think, prove adequate for those who wish to enter higher institutions, but it is a question whether further revision will not be necessary in order to give equivalent opportunity to those whose school life will end at Punchard. The attempt to give a better course to those who remain in the school not longer than one or two years has been only partially successful in the strength of its appeal to such pupils. It is still a question, worthy of careful consideration whether it is wiser to do more in the direction of meeting the real or supposed needs of such pupils by revision of the order and choice of studies or by advice and influence to divert as many as possible to the study of Latin and kindred subjects in the hope that a continually increasing number may be induced to complete the course. It has become an educational maxim that the pupil should keep all doors open as long as possible for future advancement in education. If he does not take Latin the first year he closes one door, the one that leads to

college. Of the class that entered in September, 1897, all the members but one entered upon the study of that language. The same is true of the class that entered in 1898. I am enough of a believer in old courses and methods to believe that this is a ground for gratification, and I think also that it also speaks well for the elective system. That a larger number than formerly are completing the course is shown from the fact that the last graduating class carried about fifty per cent of its membership through to the end of the course and that the present senior class is likely to carry sixty-two per cent of its membership through to graduation. This is a marked improvement over the figures of a few years ago and is very much above the average for High Schools of the state and country at large.

At the close of the last school year, June 1898, just ten years had elapsed since the first class completed the college preparatory course that was introduced in 1886. In the ten years we have sent from Punchard directly to college twenty-five pupils, to the Mass. Institute of Technology three, to Mass. Normal Schools thirteen, a total of forty-one. The whole number of graduates for the ten years is one hundred and forty. From these figures it appears that about thirty-one per cent of our graduates have gone directly from Punchard to higher institutions. The colleges that have accepted our pupils are Harvard, Dartmouth, Tufts, Amherst, Wellesley, Oberlin, Smith and Mt. Holyoke. Several other pupils were prepared to enter college but for various reasons were not able to go. Others who did not begin their preparatory work early enough in their course or were irregular in their pursuance of it were obliged to supplement their course at Punchard by work at other preparatory schools before they were ready to enter higher institutions. There are pupils in the school now who are doing three years' work in some subjects in two years, because they did not decide early in the course to go to college, but feel now that they would like to do so.

Mrs. Downs's prize for best essay on some subject connected with the study of History was won by Miss Lillian Prescott. The Mary Starbuck prizes for excellence in English Composition were awarded to Miss Bessie P. Goldsmith and Master Walter M. Lamont. The Goldsmith prizes for excellence in declamation, given by the Punchard Alumni Association, went to Miss Clara L. Bailey and Master Philip Reed. Mr. M. E. Gutterson's prizes for excellence in Botany were awarded to Miss Ethel R. Clark and Miss Helen E. Bodwell.

The class of '98 presented eighty dollars to the school, of which about twenty dollars were expended for physical apparatus, thirty dollars for books for the school library, and mounted photographs for history and art work, and the remaining thirty dollars for pictures, etc., for the decoration of the main school room.

The Punchard Alumni Association gave the annual reception to the graduating class.

Since the opening of the present school year J. W. Barnard, Esq., has established the first permanent prize by presenting to the Trustees a sum of money the income of which is always to be used for that purpose. The prize is for excellence in English Composition and delivery, and the total income of the fund set aside for this purpose is expected to be forty dollars, to be given in three prizes, the first of twenty, the second of twelve, and the third of eight. Teachers and pupils are all very grateful to Mr. Barnard for his generosity in founding this permanent prize. May other friends of the school follow the example thus worthily set. I am very glad to acknowledge a gift of twenty-five dollars from George H. Poor, Esq., for purchase of physical apparatus, and also a gift of twenty dollars from a friend (who prefers not to have his name mentioned) for purchase of a microscope. I wish also to thank those friends of the school who have contributed money to help the boys in their renewed efforts to do something more in athletics than has been done in recent years.

At the close of the year our excellent teacher of French, Miss Charlotte Norris, resigned, to accept a position in the Holyoke High School at a large increase of salary. Teachers and pupils were all very sorry to lose Miss Norris from our corps of teachers, and it seemed likely that we should not be able to replace her with a teacher of equal value to the school. Happily, however, the selection of our townsman, Mr. Eric A. Starbuck, (Harvard '98, magna cum laude) to fill the vacancy caused by the resignation of Miss Norris has prevented any falling off in the character of the work in the studies naturally falling to him as the successor of Miss Norris.

The visiting committee know how hard and how efficient is the work of my other faithful and well tried assistants, Miss Dern and Miss Pond, but as the other members of the Board of Trustees may not realize it so fully, I wish to make mention of it here, both to call it to their attention and to express my own high appreciation of it.

Respectfully submitted,

FRANK O. BALDWIN,

*Principal.*

# COURSE OF STUDY.

| YEARS | TERMS | ENGLISH | HISTORY | SCIENCE |
|---|---|---|---|---|
| | | 3 | 3 | 4 |
| FIRST YEAR | *Fall* | Lessons, Composition. Whittier. | History of England. | Physics. |
| | *Winter* | Lessons, Composition. Longfellow. | History of England. | Physics. |
| | *Spring* | Lessons, Composition. Gen'l view of American Poetry. | History of England. General view. | Physics. |
| | | 3 | 3 | 4 |
| SECOND YEAR | *Fall* | Rhetoric. American Essayists and Orators. | Developm't of English Constitution. | Chemistry. |
| | *Winter* | Rhetoric. American Novelists. | Civil Gov't in U. S. | Chemistry. |
| | *Spring* | Rhetoric. Gen'l view of Amer. Prose. Compositions throughout the year. | Civil Gov't in U. S. | Chemistry. |
| | | 3 | 3 | 4 |
| THIRD YEAR | *Fall* | | History of Greece. | Physiology. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts in English. | History of { Greece. Rome. | Physiology, one-half term. Botany, one-half term. |
| | *Spring* | | History of Rome. | Botany. |
| | | 3 | 3 | 7 |
| FOURTH YEAR | *Fall* | | Mediæval, topics, lectures. | Geology 4. Physics 2. Ex. lab. work. Astronomy 1. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts. Historical Grammar. | Modern, topics, lectures. | Astronomy 4. Physics 2. Ex. lab. work. |
| | *Spring* | | Nineteenth Century. — Comparison of Govern'ts of U S., Eng , France and Germany. | Geology 1. Phys. Geography 5. Physics 2. Ex. lab. work. |

**Music, Drawing, Declamations, Themes, Military Drill,**

# PUNCHARD FREE SCHOOL

| MATHEMATICS | | LATIN | GREEK | FRENCH | ART |
|---|---|---|---|---|---|
| 5 | 3 | 5 | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | |
| Algebra. | Book-keeping. | Lessons, Cæsar, Sight Reading. | | | |
| 5 | | 5 | 5 | | |
| Algebra. Geometry. | | Cæsar, Composition. | Lessons, Anabasis. | | |
| Geometry, Algebra. | | Cæsar, Composition. | Lessons, Anabasis. | | |
| Geometry, Algebra. | | Cæsar, Composition. Sight Reading. | Lessons, Anabasis. Sight Reading. | | |
| 3 | | 5 | 5 | 5 | 1 |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Music. |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | |
| Geometry, Algebra. | | Cicero, Composition. Sight Reading. | Selections from Xen. Composition. Sight Reading. | Authors, Comp. Sight Reading. | |
| 5 | | 5 | 5 | 5 | 1 |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Art. |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | |
| Review of Arithmetic. | | Virgil, Ovid, Composition. Sight Reading. | Review, Composition. Sight Reading. | Authors, Comp. Sight Reading. | |

**Gymnastics throughout the course.**

## TRUSTEES OF PUNCHARD FREE SCHOOL.

Samuel H. Boutwell,
Myron E. Gutterson,
Rev. Frederic Palmer,
George A. Parker,
George H. Poor,
Rev. Frank R. Shipman,
Horace H. Tyer.

## ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1897–98.

President, Rev. Frederic Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:

Rev. Frederic Palmer,
Rev. Frank R. Shipman.

Prudential Committee:

Horace H. Tyer,
Myron E. Gutterson.

Auditing Committee:

George A. Parker,
Myron E. Gutterson.

## TEACHERS.

Frank O. Baldwin, Principal.
Mary E. Höhn Dern, First Assistant.
Jean S. Pond, Assistant.
Eric A. Starbuck, Assistant.

# TOWN OF ANDOVER

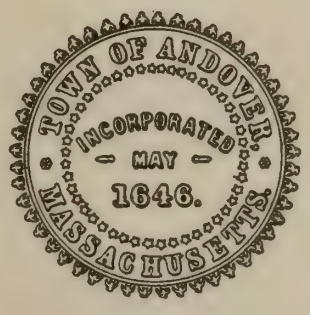
# ANNUAL REPORT

OF

# THE SCHOOL COMMITTEE

FOR THE SCHOOL YEAR

1899




ANDOVER, MASS.
THE ANDOVER PRESS
1900

# TOWN OF ANDOVER.

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OFFICE OF SCHOOL COMMITTEE,
February 26, 1900.

*Voted*, That the annual report of the Superintendent be adopted as the annual report of the School Committee.

G. E. JOHNSON,

*Secretary.*

## SCHOOL COMMITTEE, 1899–1900.

| | | | | |
|---|---|---|---|---|
| J. Newton Cole, Chairman, | Term expires | March | | 1900 |
| George D. Pettee, . . . | ,, | ,, | ,, | 1900 |
| William Shaw, . . . . | ,, | ,, | ,, | 1900 |
| John L. Brewster, . . . | ,, | ,, | ,, | 1901 |
| Mrs. E. S. Morrill, . . . | ,, | ,, | ,, | 1901 |
| Mrs. L. A. Wilson, . . . | ,, | ,, | ,, | 1901 |
| John Alden, . . . . | ,, | ,, | ,, | 1902 |
| John N. Cole, . . . . | ,, | ,, | ,, | 1902 |
| Thomas David, . . . | ,, | ,, | ,, | 1902 |

G. E. Johnson, Secretary and Superintendent.

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Regular Meetings of the Committee:

The last Monday of every month at 7.30 P.M.

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## TRUANT OFFICERS.

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Alexander Dick, Centre and West Parish.

H. M. Hayward, Ballardvale.

## STANDING COMMITTEES.

Advisory and Auditing Committee:

John N. Cole, John L. Brewster, J. Newton Cole.

Committee on Teachers and Music:

John Alden, Geo. D. Pettee, Mrs. L. A. Wilson.

Committee on Text-books and Supplies:

Mrs. E. S. Morrill, Thomas David, William Shaw.

Sub-Committees:

Stowe, John Dove, and Indian Ridge Schools: John Alden, Thomas David, Geo. D. Pettee.

Bradlee, Holt, and Scotland Schools: William Shaw, J. Newton Cole, and Mrs. L. A. Wilson.

West Centre, Richardson School (Frye Village), Osgood, Bailey, Abbott, and North Schools: John N. Cole, John L. Brewster and Mrs. E. S. Morrill.

## SCHOOL CALENDAR FOR THE YEAR 1900.

| | |
|---|---|
| Winter term begins Jan 8. | Winter term closes March 30. |
| Spring term begins April 9. | Spring term closes June 22. |
| Fall term begins Sept. 10. | Fall term closes Dec. 21. |

# REPORT

## OF THE SUPERINTENDENT.

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*To the School Committee of Andover:*

The Tenth Annual Report of the Superintendent of Public Schools of the Town of Andover, being the report for the year 1899, is herewith respectfully submitted:

### STATISTICS.

#### I. POPULATION.

| | |
|---|---|
| Population of Andover, 1895, | 6,148 |
| Number of children between five and fifteen years of age, 1899, | 948 |
| Number of children between seven and fourteen years of age, | 689 |

#### II. VALUATION.

| | |
|---|---|
| Valuation of Andover, | $5,110,982 |
| Estimated valuation of school houses and lots, not including high school building, | 93,000 |
| Estimated valuation of books and apparatus, | 4,000 |

## III. SCHOOL EXPENSES.

| | |
|---|---|
| Total amount expended, not including amount expended for high school, | $24,181.29 |
| Schools, | 20,475.91 |
| School Houses, | 2,162.80 |
| Books and Supplies, | 1,542.53 |
| Amount expended for current expenses, salaries, fuel, supplies, | 22,018.49 |
| Expense per child, based on average number belonging, | 22.23 |
| Average for the State, including high schools, | 25.63 |
| Ratio of current expenses to the whole appropriation, | .187 |
| Average of same from the State, | .229 |
| Rate of taxation for all purposes, in Andover, | 16.00 |
| Average of same for State, | 15.84 |
| Additional expenses for Punchard Free School, | 867.88 |
| Under Schools, | 531.43 |
| Under School Houses, | 336.45 |

NOTE—

| | | |
|---|---|---|
| Total current expenses of Punchard Free School | $4153.49 | |
| Additional current expenses paid by the town, | 531.43 | |
| Total current expenses of elementary schools, | 22018.49 | |
| Total | | $26,703.41 |
| Amount expended on each school child in Andover, including high school, based on average membership, | | $24.69 |
| Average of same for the State, | | 25.63 |

## IV. SCHOOL BUILDINGS.

| | |
|---|---|
| Number of school buildings, not including high school building, | 12 |
| Number of rooms, | 34 |
| Number of rooms not occupied, | 2 |

## V. TEACHERS.

| | |
|---|---|
| Whole number of teachers, not including high school, | 36 |
| Number of principals of buildings, | 5 |
| Number of principals of kindergartens, | 2 |
| Number of regular teachers, | 24 |
| Number of kindergarten assistants, | 2 |
| Number of special teachers, | 3 |

## VI. PUPILS AND ATTENDANCE.

| | |
|---|---|
| Whole number of children registered in kindergartens, primary and grammar schools of the town, | 1140 |
| Number of children registered under five years of age, | 77 |
| Number of children registered over fifteen years of age, | 30 |
| Number of children registered over seven and under fourteen years of age, | 764 |
| Average membership, | 990.2 |
| Average attendance, | 906.8 |
| Per cent. of attendance, | 91.5 |
| Highest per cent. of attendance in any school, Indian Ridge, Grades V–VI, | 97.9 |

# GENERAL PRINCIPLES OF SCHOOL MANAGEMENT AND INSTRUCTION

## The Health of School Children

Our first duty to school children is the care of their health. More and more attention is being paid to the physiological and hygienic effects of public school education. Proper lighting, ventilation, and cleanliness are recognized as essential to a good school. Parents are beginning (but only beginning) to demand that if their children are to be compelled by law to attend school, their health shall be cared for while they are there. Very generally attention is paid in the construction of new school buildings to general sanitary conditions. The school rooms are washed occasionally, sometimes disinfected together with books and material that have been in use during the year; more effort is made to secure a proper seating of the child and a print in the school books that is adapted to the eyes. But not yet is much attention given to the effect of school work upon the general health and physical growth of the individual child; we fail to ask whether he comes out of school richer or poorer physically than when he entered; whether the long hours of study at a desk cramp the chest, curve the spine, or are disproportionate to his endurance; whether sight is impaired, and what may be done to discover and remedy individual defects of teeth, hearing, sight, chest, spine and general health. We are now beginning to question whether we have not often, in endeavoring to give our children a fuller life, erred in loosing the substance to clutch at the shadow; whether it is not as much the province of the public school to promote the best development of the body as to train the mind; whether, indeed, we are not in many cases defeating the very ends of mental and moral training for which we

maintain our schools by neglecting the body. It certainly has been proved that the public school does injure the health of children, often; that it does not generally do anything to remedy physical defects everybody knows. To consider for a moment one kind of physical defect which is not usually thought of in connection with public schools, I wish to quote from Edwin Collins in the Nineteenth Century for July:

"It has been shown that physical, and even mental, health depends in a large measure on the preservation of the teeth in a condition fit to perform their important function of mastication; that diseased teeth are a source of danger from infection; that unless the temporary teeth are cared for continuously, consistently and effectively, from two years old to far on into years of adolescence, not only will the permanent teeth be exposed to chances of disease on their eruption, but also the formation of the jaw and its proper development may be injured, with serious consequences both to appearance and to health. But it has also been shown that studies are interfered with and the future prospects of our youth in many professions and callings are materially obstructed if, during school years, the teeth be neglected. There is yet another point to be touched upon. The nervous system is very materially affected by the condition of the teeth; and many of the so-called moral qualities must be impaired in those whose early years have been made miserable by headache and dyspepsia and constant pain, and that of a kind which affects the nervous system generally; causing irritability and disturbing sleep, as well as interrupting habits of study and calm thought."

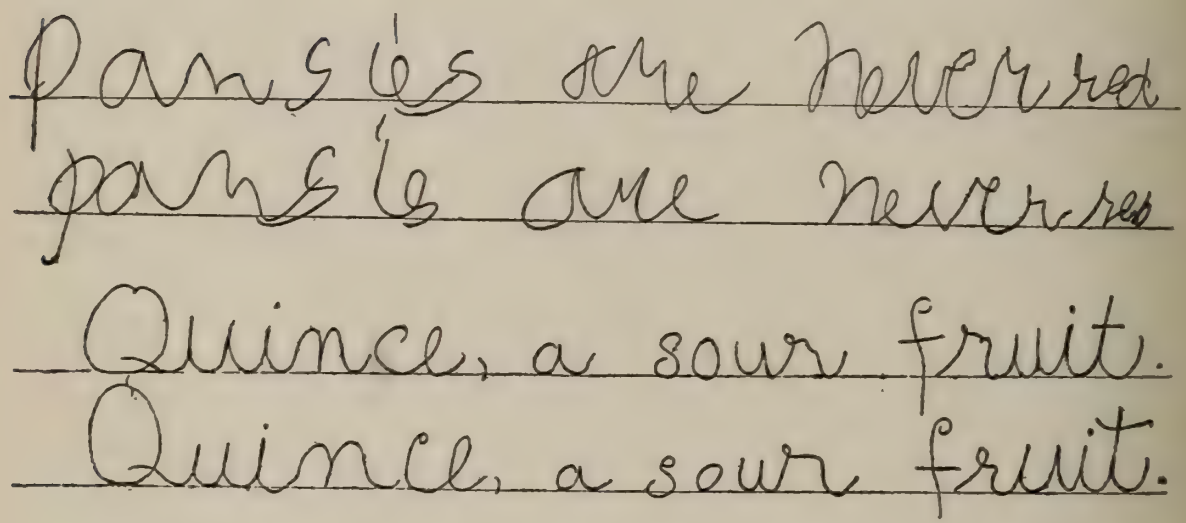
Neglected eye defects are found in children of primary schools and in ever increasing numbers as we advance up the grades The *American Year Book of Medicine and Surgery*, 1897, says:

> "The year has brought forth an avalanche of evidence to the effect that no department of preventive medicine is more important than the correction of the anomalies of refraction and of muscular action. If allowed to continue in the child and youth, eye strain means nervous debility in the adult."

We have had illustrations enough in Andover of how eye defects may defeat the work of the teacher to carry con-

viction to the need of systematic attention to the sight of school children, but I wish to call attention to the following specimens of penmanship kindly furnished me by Supt. A. K. Whitcomb of Lowell, Mass.

"The first two lines were written March 24, 1898, by a little girl in Lowell, Mass., primary school, and were the best the child could then do. The second two were written by the same girl the next day, and the improvement was wholly due to the fact that between the times of writing she had been provided with glasses which restored normal vision to naturally defective eyes."




**Mental Development of the Child.**

It has been the custom, and still is in many quarters, to present subjects to children from the standpoint of an adult mind. The subject was developed after a logical plan from simples or units to a comprehensive treatment of the whole, a very proper method for a mature mind, but not for the mind of a child

always. A child is mentally different from an adult and what may be a logical method for a man may be a poor method for a child. For example, reading was taught by giving first the logical unit of the written language, the letter; these were combined into syllables, syllables into words, and words into sentences. The modern methods of teaching reading have clearly proved that this was not the best method for the child, and that he learns more readily by beginning with words or even sentences.

The last few years have brought to light some facts of child development which have a practical and vital bearing upon child training. It is generally known that the child, previous to his birth, undergoes many evolutionary changes epitomizing, as it were, the development from lower to higher animal life. Likewise it is proved beyond reasonable doubt that the child after birth passes through periods of development of muscular and nervous systems which correspond more or less closely to the mental and physical development of the human race. Roughly we may say that development progresses from that which is oldest to that which is newest in the race, from that which is fundamental to that which is accessory. In the muscular system, for example, control is first acquired over the large and fundamental movements of trunk and limbs and later over the finer, more delicate movements of hands and fingers; mental development proceeds from the fundamental operations, as of perception and memory, to association and reasoning; the moral, from selfishness and obedience through compulsion to unselfishness and devotion to duty.

Prof. Drummond in Ascent of Man says: "The mind of a child is to be treated as an unfolding embryo; and just as the embryo of the body recapitulates the life history of all the bodies that led up to it, so this subtler embryo in running its course through the swift years of early infancy runs up the physic scale through which mind probably evolved. We have seen also that in the case of the body each step of

progress in the embryo has its equivalent either in the bodies or embryos of the lower forms of life. Now each phase of mental development in the child is also permanently represented by some species among the lower animals, by idiots, or by the mind of some existing savage."

It has been found that when young children are compared with adults, there is a greater difference in the control of fine or precise movements, than in the control of the trunk and larger movements of the limbs. At the age of five or six a child has complete control of trunk and large movements of limbs, but his precision of movement of hand and fingers, for example, is only about three-fifths of that of a boy of sixteen. This difference in control of fundamental and accessory movements is strikingly illustrated in feeble minded children, the control of the finer movements corresponding to a higher degree of intelligence being very deficient. Comparisons made between the lower animals and and man show the same increase of disparity in the power of man over that of the lower animals as we pass from the fundamental to the accessory. The muscular arrangements of the monkey hand and that of man are very similar and offer no adequate hint of the disparity in the movements of which they are capable.

Since muscular movement is the expression of nervous activity, we should expect that a study of the development of the nervous system would show a corresponding order of development. Dr. Hughlings Jackson, the English pathologist, made application of the evolutionary theory in the treatment of mental diseases, conceiving three levels or centers to the nervous system; the lowest level controlling the reflex and involuntary movements. the middle level the higher, more complex movements, and the highest level being the center of universal and complete co-ordinations. The three-level theory is now the accepted basis of diagnosis in the treatment of epilipses.

Dr. Frederic Burk, in his very able study of the devel-

opment of the nervous system, draws with apparent justness the following conclusions:

"The order of development of the independent parts of the physical and nervous system is, as a general principle (subject doubtless to minor exceptions) from that which is the oldest in the racial history towards that which is most recent. * * * *"

"In an extremely loose sense, clearly recognizing the principle that the organism develops by parts, each of which has a different time of beginning its development, a different rate of ripening, and a different period of reaching maturity; nevertheless, we may regard the period of infancy as one of the predominating nascencies of the oldest fundamental activities largely in control of the lowest level of the nervous system; the period of childhood from two years to puberty as the period of predominating nascencies of special sense and their associations one with the other; the period of adolescence as the period of the predominating nascencies of the higher form of associations, i. e., those which have been developed in the history of the human race."*

The most opportune period for the development of a child along any line is the time of the natural unfolding of the powers upon which ability in such line depends. Too early forcing and too long delay in exercising such powers are both detrimental to the higher development. Much and too early writing with the pencil, fine sewing or weaving, long confinement in crowded rooms and to school desks, may cause serious and lasting mental and physical injury. Too early pressure in the teaching of arithmetic, the solution of problems involving a tax on the reasoning powers, or straining over the technicalities and grammatical constructions of our language may not only discourage the child and deaden his interest, but actually weaken for good the ability of the child in these studies. Too early reliance upon the

* Pedagogical Seminary, Vol. VI, No. 1, p. 32.

love and unselfishness of young children at the neglect of a firm requirement of obedience is a mistaken kindness and an injury to the moral character; on the other hand, to neglect appeal to the higher nature at the proper time, to delay too late the self-government of boys and girls is to enfeeble the voice of conscience and to defeat the ultimate end of self-direction.

> "In all pedagogy," says Prof. James, "the great thing is to strike while the iron is hot, and to seize the wave of the pupil's interest in each successive subject before the ebb has come. * * * There is a happy moment for fixing skill in drawing, for making boys collectors of natural history and presently dissectors and botanists; then for initiating them into the harmonies of mechanics and the wonders of physical and chemical law. Later, introspective psychology and the metaphysical and religious mysteries in their turn; and, last of all, the drama of human affairs and worldly wisdom in the widest sense of the term. In each of us a saturation point is soon reached in all these things, we settle into an equilibrium and live on what we learned when our interest was fresh and instinctive, without adding to the store." *

In our general conduct of school affairs then we must know the general facts of child-life and development, and guide our instruction by them or imperil the welfare of children in some respect or other.

The three periods of immaturity are generally known as the period of infancy, the period of childhood, and the period of adolescence. We are concerned in the strictly public schools of Andover with the period of early childhood in the kindergartens and primary schools, with later childhood in the higher primary and lower grammar grades, and with early adolescence in the higher grammar grades.

Early childhood is the time for freedom of movement and activity, for the training of the senses, and for the development of the fundamental moral qualities.

* The Principles of Psychology, Vol. II, p. 401.

**The Need of Activity**

The period of greatest activity, as shown in movement, in a man's life ends at about the age of six. A child of five is unable to sit for more than thirty seconds without moving. The chief business of a young child is to do things; movement is necessary for thought and the best test of a child's intellectual power is his motor ability. Nothing in the feeble minded is more striking than the lack in this direction. The greatest need of an individual or a nation is the power of expressing thought in activity. Call it muscular power, motor ability, executive faculty, skill, or what you will, its foundation must be laid in elementary education. Our program calls for five hours of desk work in a room packed closer with desks than any counting room in the world, five hours of desk work, deducting recesses and time of standing in recitations, for children of five years of age. We have the best of reason to believe that not only physical health but the development of the intellect itself at this period depends upon the motor activity of the child; "that to work the mind is also to work a number of bodily organs, that not a feeling can arise, not a thought pass, without a set of concurring bodily processes." The young child's whole body seems concerned in whatever he tries to do. Drawing with a pencil will cause movements of tongue and lips. Gradually power to check unnecessary movements is acquired, but even the adult can detect in himself a straining or setting of the muscles when in thought. The very attitude of attention shows it, attention is impossible without it, and sleep purchases its unconsciousness and rest by the relaxation of the muscles. No greater mistake was ever made in the education of little children than to treat the mind as though it were largely independent of the body. Muscle training is mind training and mental activity in primary children is directly proportional to motor activity. By forcing the more purely intellectual study of the child we deprive him of that which is of far more importance,

whether viewed in the light of childhood days or of his future success in life. Increase in size and weight is the best standard of health in childhood, and it is known that children who do not attend school are larger than children of the same age who do attend school and that school children grow faster in the long summer vacation, when adults as a rule lose in weight, than during any other time of the year.

**The Training of the Senses.**

The schools for defective children, the feeble minded, blind, and deaf, have been of great value to public school educators, by their necessary attention to the training of the senses. Sense training applies in three general ways in the training of children: to the defective, whereby one sense takes the place of another, as touch for sight in the case of the blind; in the improvement of defective or dull sensation, as in the partly deaf, or the feeble-minded; and in the training of normal children.

Public schools are concerned with at least the two latter mentioned. Teachers do not forget, doubtless, the fact that knowledge of the external world is derived through the senses, but full significance of this fact when applied in public schools to the teaching of reading, arithmetic, language and the other studies, is seldom realized. We are concerned with its application first to children who are somewhat dull of sensation. It is essential that the teacher know of every child under her care whether or not he has normal sight and hearing. In these days sight may be commonly restored to the blind, and children who have been thought to be totally deaf have been so improved by sense training as to be taught to recognize words by sound. Many a child has been supposed to be very dull when the trouble was due simply to defective sight or hearing.

But there is need of the systematic training of the senses of all children who enter the public schools. Who will not admit at once the value of an acute and accurate sense of sight,

and of hearing and of touch, simply for their practical application in every occupation of life? A physician, for example, has constant need of a well educated sense of smell; his eye must read countenances as a scholar his books; his ear detect the slightest variation in sound of heart beat, finger tap or breathing; and as an agent of touch and execution the hand of the surgeon is half his power. There is no skill in any line of mechanical or industrial arts that does not take its root in a high development of one or more of the senses. The carpenter and the blacksmith are dependent not only on a mutual training of eye and hand, but on a delicate muscular sense which measures the direction and strength of the blow of the arm. The violinist must begin in early youth to train the almost miraculous sense which can distinguish the hundredth of an inch in the finger's touch of the string.

But there is a still wider application of this need of sense training in public school education. We have seen that the nervous system in the early period of life is most concerned with the development of the sense "level." In so much as we fall short at this time of life of a full development of the sense areas, we cut off from the possibilities of maturer life. That the early training of children in our public schools in Andover is very deficient in this respect, every thoughtful person will admit. To those who look at modern school work from the stand point of the school they knew forty years ago, from which they came so well fitted for the duties of life, I beg to say a word, both to make clearer my position and to show the place of sense training in the early education of the child.

**Manual Training**

It is not possible to set forth in a report of this kind the claims of manual training as I should like to do. To add to what is to be said a weight of authority and force of expression which could not accompany words of my own, I quote at

considerable length, from Discussions in Education by Francis A. Walker, Ph. D., LL. D., late President Massachusetts Institute of Technology. In his address entitled, "A Plea for Industrial Education" he says:

"In order to clear the ground for such a discussion it may not appear pedantic to go back thirty or forty years in our history. Perhaps also it may not appear impertinent to offer here a piece of personal experience. I entered the schools of Massachusetts at four years of age, and left them at fifteen to enter college. In all that interval I do not remember ever to have been set to any study or exercise which I could not have done just as well if born without hands, except solely for the convenience of holding a book and turning over its leaves, or of writing on paper, slate or blackboard; which I could not have done just as well if afflicted with total blindness, except solely for the greater difficulty of learning lessons by having them read to me; indeed, but for this, a blind boy would have had an advantage over me, as being less subject to have his attention distracted by surrounding objects. I do not recall any exercise which I could not have performed equally well without the use of hearing, except only for purposes of communication with the teacher; and, indeed, a deaf child would, but for that, have had an advantage over me, as being less subject to interruption or distraction from without."

"Now, who will say that there can be a complete education of the child where the senses are thus neglected? Let us not, even for a good object, exaggerate the part performed by the perceptive powers; but we may rightfully insist that there should be, in every day and almost every hour of school life, exercises which call the senses into active operation and hold them in strict attention, while from above, the mind, their master, guide and helper, observes records and interprets all that the senses have to tell."

"But this was not all that was lacking in the old education. While the memory was fostered into an abnormal and monstrous growth, nothing was offered which even tended to train the judgment. Indeed, the enormous body of facts which the pupils were expected to receive and cherish, solely upon the authority of others, constituted a direct discouragement to the faculty of judgment and to the spirit of self reliance."

"Moreover, there was absolutely nothing in the school studies and exercises of those days which tended to direct and develop the executive faculty; the power, that is, of doing things, as distinguished from thinking about them. No one familiar with the laws of the mind will be disposed to deny that there is at least a tendency in the protracted study of any subject, apart from putting that study to a practical use, toward producing a partial paralysis of the will, shown in the disposition to procrastinate, to multiply distinctions, and to stand shivering on the brink of action. Finally, and worst of all, the school studies and exercises of that age gave no play to that constructive passion which is inherent in every healthy child's mind — a passion that is so strong that it is readily perverted, through lack of opportunity and exercise, into a passion for destruction, just as every good thing is susceptible of perversion into an agency of evil or mischief. When, in 1843, my father for the first time visited Europe, he brought home with him a box of toys, which bore the inscription:

> "Boys in Holland love to make
> What boys in England love to break."

It is only fair to say that the boy who breaks is the same boy, ill taught and ill trained, as the boy who makes; and the boy who breaks most is the boy who, if his energies were properly directed, would make most."

"Such was the New England school of forty and thirty years ago; but the results, in education, were not so bad as might be conjectured from this rude description. A great majority of our people lived in isolated farmhouses, or in small villages, where access to the land was easy. Out of school every boy had his stint of work and his opportunities for play in the barn, over the fields, through the woods, where his senses were continually quickened, the faculty of judgment called into exercise, the executive powers strengthened, the constructive passion given scope and swing. By these means, accessible to all, much was done to supply the deficiencies and to offset the evil tendencies of the strictly school education. It would be idle to say that the senses, the faculty of judgment, the executive power, the constructive passion, can be as fully and harmoniously developed and trained in unregulated play, or in ill-regulated and unsupervised work as they might be in well considered studies and exercises directed by capable teachers; but, clearly, what the boys of forty or thirty years ago enjoyed in this way was vastly better than nothing."

"This last, namely, nothing, is about what the greater part of the boys of today enjoy in these respects. The majority of our people now reside in cities or large towns. The boy, when out of school, can no longer resort to the carpenter's bench in his father's barn; for there is no barn, not even a wood shed—only a coal cellar. He may at times be found in a vacant, unfilled lot, having a very poor time playing a very poor game of ball; now and then he may make a laborious expedition to some park or skating pond for amusement; but during the most of the time he has no resort outside the house except the sidewalk."

While the conditions in Andover are better than in a large city, yet all that has been said applies to the ma-

jority of the children in Andover. This is more true of the school work than many would at first believe, hearing it so often said that the schools have changed greatly in the last few years. The schools have changed greatly in many ways and in the right direction. We have the kindergarten, drawing and nature study. In many little ways the passion of children to do things is recognized by the teachers, not only in the busy work and occupations of the primary grades, but in the grammar grades as well, some teachers showing an ingenuity in adapting the work to the nature of the children, a fertility in creating interest, an artistic skill in execution, that possibly would be better rewarded in some other walks in life. Yet in spite of all the change, the schools of Andover, so far as the training of children to do things as distinct from studying and writing about them are concerned, are applying largely the methods of fifty years ago.

**The Training of The Will**

We have always heard a great deal about character training in the public schools and we always shall hear a great deal, and there is no need to apologize for bringing the subject in some form or other into the school report every two or three years.

But school reports usually refer in their mention of character building, to the training of the sentiments, as of patriotism, or some other virtue. I do not undervalue the training of the sentiments. Such is at the foundation of moral training, but there is more in character building than awakening an appreciation of the good and a desire to do good. Hell is paved with good intentions. We must train our children not only to wish to do good, but to will to do good. How many failures in the world of kind-hearted, impulsive natures, who knew the good and desired to do it but failed. There are harmless men but never really good men

without strong wills. Goodness is positive, goodness is strong, goodness is determined. A strong will is concerned more with accomplishing something that is good, than with restraining one from something bad. Do our schools develop as much as they might strong wills in our boys and girls? Some boys without doubt have developed more strength of will and force of character in planning mischief and executing it than they would have developed in following submissively the routine of school life. They craved an opportunity for originality of ideal and execution which the school work did not offer. Some of these boys have become honored leaders among men. The right motives came to them sooner or later to win their strong natures to the good. Their danger was that they might not come under the sway of right sentiments, and perhaps more of these boys went as vigorously to the devil as others to the good.

Much of the disorder of the oldtime school, especially of the rougher sort, is scarcely heard of today. We do inculcate in our schools very generally right sentiments, right attitude toward authority, and appreciation of good character, but are we doing enough for the positive, determining, executive side of the child, enough for the will?

If there are no really good men without strong wills, there are no strong wills without trained muscles. It is now generally accepted by psychologists that the will develops through muscular movements, that there is no other expression of the will except by muscular contraction of some sort. "It can scarcely be too often reiterated," says Mercier, the eminent English alienist, "that the study of movements is the only means by which we can gain any insight whatever into the working of the nervous system." We learn to do by doing, and we learn to will by willing, which includes both determination and execution. If a child says "I will" and does not, he weakens, not strengthens, his will. To feel sympathy for suffering and let it effect in no way one's conduct weakens alike the

power of the will and the kindness of heart. That is, doing is an essential of willing, and in child-life doing implies literally and conspicuously muscular activity. There have been men of great mental power and force of will with comparatively weak, (though, I believe, not untrained) muscles. An exceptional nervous organization, high ideals, training and home environment have combined to make the most possible of these men. But for the great mass of humanity it remains a fact that force of character and mental power increase as vital force and motor ability increase.

**Conclusions**

It has not been my purpose in what I have said to lead up to proposals of sweeping and radical changes in school work, but rather to bring to popular notice and to justify some of the tendencies already apparent in the management of our schools, and at the same time point out some lines along which we ought to hasten improvements in the training of our children.

In regard to the care of eyes, ears, throats, and teeth of school children, and the remedy of other physical defects, some good will have been accomplished if only parents are led by this school report to give more careful attention to their own children in these respects. But there is a large class of people who will not easily be educated to this sort of thing by school reports, and it is in the case of the children of such that there comes the greatest danger to individual and public welfare. The State assumes the right and the duty of educating its children and can the State afford, in following out this principle, to do its work imperfectly? And if we desire the home to attend to these things, can we reach the home so quickly and effectually in any other way as through the school? I believe it would be possible with very little expense to detect and stop all cases of gross neglect of the physical welfare of our school children. This would be especially true in regard to the care of the eyes, ears, and teeth. While it would seem a great step to inaug-

urate the systematic medical inspection of our schools, yet I believe that it would be no great venture or difficulty or expense to have such inspection during certain seasons of the year, as when epidemics are raging or when there are cases of infectious diseases among school children. And I wish I had the ability and space to show as might be shown that this would not be an expense, but an economy to any social community.

I have in a previous report spoken of the need of changing somewhat the work of the primary grades. In this report I have pointed out at greater length the grounds for such changes. Childhood is the period of generalities as distinct from the specialization of later life, it is the season *par excellence* for engrafting universal interests. The child can attend to one subject but a short time, and a multiplicity of interests increases rather than diminishes his power of acquisition. This is the time for receiving his life stock of sense impressions of the external world and for the unfolding of the (perhaps unconscious) associative powers whereby these impressions are made ready for the later conscious associations (generalizations), when power will be added to power on the principle that "to him that hath shall be given." How many of us are conscious of our limitations in certain lines and feel that they are due to the limitations in the training of our childhood.

It is the period also when mental activity is largely dependent upon muscular activity, and when the motor powers and muscular co-ordinations upon which skill in later life depends are developing.

Our little ones, then, should not be stinted in the training of their senses and their muscles. They should have more sunshine, more air, more outdoor work, more active occupation in indoor work, and less writing and arithmetic. The place for kindergarten children, when the weather permits, is outdoors, in a " garden rather than in a flower pot," and the

same is quite true of the lowest primary grades, especially in the afternoon session.

We have in Andover exceptional opportunities for outdoor instruction, not only in its many applications in the work of little children, but in the higher grades as well. With practically no additional expense we could give children an opportunity for learning flower and vegetable gardening. Far from being an additional burden upon children, such instruction would be a delight, a relief from the close confinement of ordinary school work, a valuable physical, intellectual and aesthetic training. Competitive plant raising in a city school, according to Dr. C. F. Hodge of Worcester, has been an efficient aid in the beautifying of homes, school rooms and grounds by the children, and an effectual check to juvenile garden-thieving. The moral influence of the love and care of plants and flowers is very generally recognized. Children need to be put in touch with plant and animal life from the standpoint of a keeper, to become practically acquainted with domesticated plants and animals and to understand first hand their relation to man. The downward tendency of city life is said to be due in a measure to the divorce of man from this kind of contact with nature. The relation of nature study, school gardens and manual training to village improvement is worthy of mention here. One of the elements in the deterioration of buildings in the outlying districts is the lack of skill in the use of tools on the part of the new settlers. Fifty years ago every man and boy was something of an expert in the use of tools, and buildings and fences were kept in good repair. Today there is a lack of mechanical skill on the part of most immigrants and their children which easily innures them to ill-repaired buildings and fences.

Industrial training, at least wood work, sewing and cooking, ought to be introduced into our schools. The matter of domestic training has not been touched upon directly in this report, but all that has been said of the educational value of

manual training for boys applies to sewing and cooking for girls, and from the standpoint of the home, and home making, much more besides.

It will be said that our school course is already overcrowded and that we have no room for anything else. It must be admitted that it has been attempted in some quarters to take up everything new and drop nothing old, and I admit it would be better to turn our children into the fields as we do the cows and the sheep than into the school to be subjected to nervous strain and over pressure. But I believe it is impossible for our children to do all that is desirable of the new and all that is necessary of the old with ease and safety. As Pres. Eliot long since pointed out, we can greatly increase the working capacity of our children by increasing their allotment of fresh air and their interest in their work. The introduction of creative work into the school, the adaptation of studies to the order and stage of development, a proper attention to physical training and the native interests of children, would considerably increase the working capacity of the children. But there is some work required of our children which could be profitably omitted, whether we take on new work in its place or not. The first subject to mention in this connection is arithmetic.

Arithmetic is a practical and an essential subject in the school course, but is by no means worthy of the time and importance now given it in our schools. We err seriously in at least four particulars in our teaching of arithmetic. We force it too early upon young children ; we make it uniformly too difficult throughout the grades ; we do not have the children apply enough in a practical way what they learn ; and we include subjects that are comparatively of no practical value or which do not properly belong to arithmetic. As to the first two points, I have previously shown how forcing the mind of the child in the study of arithmetic may seriously injure his aptitude in that direction. Prof. William James, Professor of Psychology in Harvard University, says : " I feel

pretty confident that no man will be the worse analyst or reasoner, or mathematician at twenty for lying fallow in these respects during his entire childhood." All will agree that it is in the actual application of principles learned that we gain mastery, and not in the memorizing of them or in the hazy imaginary application of them. What a child can do, that he knows. As to the last point in which we err in our teaching of arithmetic, namely, the inclusion of subjects that could profitably be omitted, I believe we could shorten the time at present devoted to arithmetic by from two to four years without encroaching at all upon the essentials of practical arithmetic. I have been confirmed in this through conversation with practical business men, farmers, and mechanics in Andover, asking of them illustrations of the use they are required to make of arithmetic in their practical affairs, and by the public statements of such eminent authorities as Pres. Eliot of Harvard University, the late Pres. Walker of the Massachusetts Institute of Technology, Prof. Howison, Professor of Philosophy in the University of California, Pres. George Harris of Amherst, and others.

We could gain time also in our teaching of grammar. The forcing of fine distinctions in the technicalities of English grammar is as misplaced as forcing in the study of arithmetic. While the time gained in the teaching of arithmetic might be applied to manual training (and that to the increase of practical ability in much of the arithmetical work of the school) the time gained in the teaching of grammar might as profitably be applied to the teaching of some language other than English. If a child is ever to take up the study of a foreign tongue, it is a mistake to delay its study as late as we do in Andover. The best period for learning a foreign language ends before the age of fourteen, the age at which our children ordinarily begin its study. The memory for words seems to culminate at about fourteen, and the facility of adaptation of the vocal organs to correct pronunciation much earlier than that.

It is not desirable here to enter upon any discussion of the value of the study of Latin. I wish, however, to call attention to the fact that there has been a remarkable increase in the percentage of high school pupils studying Latin during the last ten years, throughout the country. We are committed to the teaching of Latin to children of high school age. Why not teach it under the most favorable conditions to those who are to study it? As to French and German, they are of great practical value to professional men and at present are increasing in importance. If one is ever to need a practical working command of these languages, it is very important that the study of them should begin early. We have regularly two divisions in grammar in each room. It would be a very simple matter to make the basis of this division a choice between English grammar and a foreign language.

**The Country Schools** One-tenth of the children of Andover attend the "ungraded" schools. The problem of the ungraded school under modern school methods has not been solved, and I believe will not be solved. The three vital defects of the country schools in Andover are: (1) the physical impossibility of one teacher's hearing twenty-five or thirty classes a day and doing the work well; (2) the general necessity of hiring for these the most difficult schools, as far as instruction goes, inexperienced or mediocre teachers; (3) the lack of contact of children with a considerable number of children of the same age and attainments.

I lay aside the matter of expense entirely. It necessarily costs more to educate children of the country districts than it does the same number of children in the town, but the town owes so far as possible equal advantages to all children. The small school should be done away with for the sake of the child rather than for the sake of expense, and I would

earnestly beg every one interested in the welfare of the country children to consider carefully the three defects of the country schools that I have mentioned.

In regard to the number of classes, it should be remembered that the teacher is required to teach all the subjects that are taught in the graded classes and in very much the same way. There is a grading of the country schools corresponding to the nine grades of the central schools and the work for each grade is similar to that of the class of corresponding grade in town. The country school of five, six or even nine grades necessitates so many classes that it is impossible to do justice to them. It is commonly thought that the ungraded character of the country school is an advantage so far as the freedom of an individual pupil's progress is concerned. This is, in reality, more likely to be untrue than true. In the John Dove and Stowe schools there are no less than twenty groups or divisions of varying advancement from the kindergarten through the ninth grade, so that a child coming from the country to the Centre may be placed in any one of these twenty divisions as best suits his ability and advancement. The country school, except in rare cases, can show no comparision to these two schools in the matter of giving work to suit the individual. On the other hand, as I have in a previous report pointed out, the very necessity of keeping down the number of classes in the country school often forces the grouping together of two, three or four children of very unequal scholarship to the detriment of all. For instance, here are three boys in the fifth grade of a country school. One is competent to hasten into the sixth grade, one can do the present work fairly well, and the third ought really to be reveiwed in the work of the fourth grade before he goes on with the work of the fifth. But there is no sixth grade class and no fourth grade class. There are more classes already than the teacher can thoroughly instruct and she may not for the sake of the school as a whole, form two more grades, or even one more.

This is typical of cases found in nearly every country school.

Another point should be mentioned here. The short time alloted to each class for recitation makes a correspondingly long time to be devoted to seat work apart from the oversight of the teacher. This may not be wholly an evil to the older boys and girls, perhaps, but it certainly is disastrous to the little ones, inculcating in them habits of idle playing, or of incorrectness in work, or, worse still, of doing nothing at all. How many times I have seen little children in the country schools sitting stupid and motionless, except for a restless wriggling, having exhausted the last resource of the teacher for keeping them busy until she could return to them, and thought of the sin that was committed against them.

There have been thirty-four different teachers in the seven country schools in the last five years. With two exceptions, all have given up their position voluntarily. I have very rarely known a teacher to be contented in ungraded school work. Like every skilled worker she has a pride in results and in the multitude of the difficulties of the country school she is deprived of much of that reward which is one of the chief consolations of a hard worked teacher. As a rule the successful and experienced teacher will not consider a position in an ungraded school, at any ordinary salary, unless influenced by home ties. One of our country schools was offered to five different teachers last summer before a teacher could be settled. We are forced to rely, in a large degree, upon wholly inexperienced teachers, who, if they prove successful, will seldom remain with us.

The last defect mentioned, namely, the lack of opportunity of children to mingle with a considerable number of children of the same age and attainments is far more serious than all would, perhaps, at first admit. But no one can study the country schools of Andover without being convinced that there are evils which are exaggerated in the small school rather than diminished. One bad boy can work more gen-

eral harm in a school of ten than five bad boys in a school of fifty. It has been generally recognized that the small country school displays more depravity than the large city school. At any rate, cases of gross disobedience, disrespect, and indecency are comparatively more frequent and serious in the country schools than in the central schools. The children are far more apt to be clannish, to be involved in neighborhood quarrels, long standing boyish feuds, and persistent bullying, than in the town. From personal experience I am convinced that the contact of country children with the town children tends to dispel clannishness, carelessness of person, mannerisms of speech and conduct, and mental and moral narrowness.

The depopulation of the country districts of the last fifty years has brought a corresponding lowering of the standards of life in such communities. No old resident of Andover acquainted with the rural districts of the town can have failed to notice this. The pure New England stock has given way in no small degree to a varying mixture of immis grants from Canada and Europe. The rural communitie- have been furnishing the brawn and brain of the nation, pouring unceasingly into the growing cities the best blood of the nation. Everywhere in our great cities to-day the majority of the men at the front are of country stock. A city family with no intermarriage with a country family for four generations fails of a male descendant to perpetuate the name. Sociological studies are the ground for the startling claim that the first generation from the country furnishes men for responsible positions and skilled labor, the second generation fills positions of unskilled labor, and the third is lost in the slums. Already seventy percent of the people in this state live in cities. If the rural communities in being depopulated suffer also a lowering of the high standards of the early residents, whence shall the cities continue to draw their muscle and brain and character? To be sure, there has been a partial relief from the congestion of the city in recent

years. The steam car, the electric car, the bicycle, and the automobile have done much to extend the city population back into the country. Improvement in sanitation has decreased in some portions of great cities the bad physiological effects of city life. In some districts of London and Berlin the death rate has been, through effective sanitation, lowered below that of the country itself. Still the country is and always will be, in a large degree, the life supply of the city.

But while the city owes much to the country, the country owes much to the city. The city is the home of progress and culture. If the city needs the new blood of the country, the country needs the refining influence of the city. How shall the country and the city best serve each other? This is a problem to which Andover must furnish her share of the solution, and a mighty factor in its solution is the training of the country children. Everything that increases the effectiveness of the school, that makes for high standards of life, for broad moral and intellectual outlook and for culture, all, in short, that can help add to the physical advantages of the country child the intellectual advantages of the city, should be brought to bear in the schools for the country children. This means, I believe, a high grade of teachers, a possible amount of work for each teacher, and reasonably large schools. Chinamen cannot be Americanized in a "Chinatown," French Canadians in a "Lower Canada," nor can the high standard of early New England be thoroughly maintained in a small, ungraded school of mixed nationalities.

The consolidation of schools, then, is a question of far more than local import. But there are two sides to every question and it would be both fair and wise, perhaps, to name some of the chief objections to the closing of the small schools.

It is claimed that the closing of a school will cause depreciation of property in that district. Statistics gathered by the State Board of Education have shown that property

has increased in value in those districts where the children have been conveyed to the central schools.

It is claimed that new families will not move into the districts where there is a closed school house. Statistics show that there has been a decided increase of new families in those districts whose children have the advantage of the central schools.

It is claimed that little children should not be taken so far from their mothers and kept all day. This is admitted to be a serious objection to the conveyance of children. But it may be said in answer, that the majority of the children in the district schools, especially in the winter, carry their dinners and are away from home all day as it is; that conveyance to school is equivalent to bringing the school nearer to the home and that, in most cases, the children would leave home later in the morning and return earlier at night than now; that oversight would be constant from the time of leaving until the return, whereas now it is necessarily confined mostly to school hours; that regularity and punctuality of attendance would be greatly increased.

All this would apply to the schools on the east side of the town. On the west side, the problem is somewhat different. The schools are too far away for the children to be conveyed to the central schools. Two schools might be combined. In such case, I believe, there should still be two teachers. If one teacher only should be provided for the new school all the old difficulties of instructions would remain, and in other respects the school would be, in a measure only, better than before. Better yet would be the combination of three schools into one with two teachers. Such would make a good school with not over five grades in one room, and not over four in the other. Very good work, with strong teachers, could be done in such a school. This could be realized by the consolidation of the Bailey, Abbott and North schools into one on the River Road. This school could approximate though not equal the advantages of the central

schools. But there would be left the Osgood and West Centre schools, either one of which has work enough for two teachers, under the old difficulties. The ideal plan for the children of the west side is to build one school house for all and convey the children to it.

It has not been my wish to invite or continue controversy in this matter. I have desired to set forth my deepest conviction as to the welfare of the country children and of all whom their best education concerns. I have no wish that the town should force upon the country districts that which they honestly believe is against their interests, but desire simply to convince others of the need of giving better schools to the country children, and to point out the way in which, in my opinion, it can best be done.

**The Special School**

A special school for backward children has now been maintained for four years in the Stowe school. The children assigned to this room have been those who were making very poor, if any, progress in their school work in the regular classes. They were recommended for the special room by their several teachers on the ground that they could not be taught successfully in the regular classes. There are eighteen of these children who have passed through the special room and are now in the grammar grades. Four of the eighteen are in first divisions, two are ranked Very Good, four Good, nine Average, and three Poor. To have raised the work of these eighteen children from the rank of Very Poor or "hopeless" to their present rank is a commendable record, and a justification of such a school.

This report having been accepted and adopted as the report of the School Coommittee for the current year, the appropriations asked for are herewith appended.

| | |
|---|---|
| Schools, | $21,500 |
| School Houses, | 2,500 |
| Books and Supplies, | 1,500 |

With continued and sincere appreciation of the work of the teachers, the encouragement of the parents, and the advice and support of the School Committee, this report is

Very respectfully submitted,

G. E. JOHNSON, *Supt.*

# LIST OF TEACHERS.

Corrected Jan. 1, 1900.

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## STOWE SCHOOL.

| GRADE. | NAME. | P. O. ADDRESS. |
|---|---|---|
| IX | Anna E. Chase, Prin., | Andover, Mass. |
| VIII | Bessie F. M. Willgoose, | Andover, Mass. |
| VII | Katherine Robinson, | Andover, Mass. |
| VI | Frances I. Brown, | Andover, Mass. |
| V | Carolyn A. Dean, | Andover, Mass. |
| Special Preparatory | Ella L. Comstock, | Andover, Mass. |

## JOHN DOVE SCHOOL.

| | | |
|---|---|---|
| IV | Edith A. McLawlin, Prin., | Andover, Mass. |
| III | Lucy A. Roach, | Andover, Mass. |
| II, III | Annie O. S. Clemons, | Andover, Mass. |
| II | Jennie S. Abbott, | Andover, Mass. |
| I | Adèle H. Duval, | Andover, Mass. |
| Kindergarten | Evelyn P. Reed, Prin., | Andover, Mass. |
| | Mary E. Scott, Asst., | Ballardvale, Mass. |

## BRADLEE SCHOOL.

| | | |
|---|---|---|
| VIII, IX | Clara Putnam, Prin., | Andover, Mass |
| VI, VII | Jessie B. F. Greene, | Ballardvale, Mass. |
| IV, V | Annie M. Downes, | Ballardvale, Mass. |
| II, III | Rubina S. Copeland, | Ballardvale, Mass. |
| I | Florence I. Abbott, | Andover, Mass. |

## INDIAN RIDGE SCHOOL.

| | | |
|---|---|---|
| VII, VIII | Margaret C. Donovan, Prin., | Andover, Mass. |
| V, VI | Mabel G. Carley, | Andover, Mass. |
| III, IV | Jennie Birnie, | Andover, Mass. |
| I, II | Bertha F. Meacom | Andover, Mass. |
| Kindergarten | Florence M. Prevost, Prin., | Andover, Mass. |
| | J. Gertrude Jackson, Asst., | Andover, Mass. |

## RICHARDSON SCHOOL (Frye Village).

| GRADE. | NAME. | P. O. ADDRESS |
|---|---|---|
| IV, V, VI, | Dollie M. Farnum, Prin., | Andover, Mass. |
| I, II, III | Helen W. Battles, | Andover, Mass. |

## WEST CENTRE SCHOOL.

| | | |
|---|---|---|
| II, IV, VI, VII, VIII, | Grace Burnham, | Andover, Mass. |

## SCOTLAND SCHOOL.

| | | |
|---|---|---|
| I, II, III, IV, VI, VIII | Marion Paine, | Andover, Mass. |

## HOLT SCHOOL.

| | | |
|---|---|---|
| I, IV, V, VIII | Julia I. McCarthy. | Andover, Mass. |

## OSGOOD SCHOOL.

| | | |
|---|---|---|
| I, III, IV, VI, VII, VIII, IX | Harriet W. Carter, | Andover, Mass. |

## BAILEY SCHOOL.

| | | |
|---|---|---|
| I, IV, VI, VIII | Eva A. Hardy, | Andover, Mass. |

## ABBOTT SCHOOL.

| | | |
|---|---|---|
| I, III, IV, VI, VII, VIII, IX | Eva E. Stone, | Andover, Mass. |

## NORTH SCHOOL.

| | | |
|---|---|---|
| I, II, III, IV, V, VII, VIII, IX | Susie M. Jordan, | Lawrence, Mass. |

## SPECIAL TEACHERS.

| | |
|---|---|
| Music — Elizabeth Hoar, | Danvers, Mass. |
| Drawing — Amy Pleadwell, | Andover, Mass. |
| Gymnastics — Florence Durand, | Boston, Mass. |

# STATISTICAL TABLE OF THE SCHOOLS,

## FOR THE SCHOOL YEAR ENDING JUNE 24, 1899.

| SCHOOL. | GRADE. | TEACHER. | Number Registered. | Average Membership | Average Attendance. | Per cent. of Attendance. |
|---|---|---|---|---|---|---|
| Stowe | IX | Anna E. Chase | 49 | 44.81 | 42.78 | 95.46 |
| | VIII | Francis B. M. Willgoose | 52 | 47.18 | 44.32 | 93.93 |
| | VII | Katherine Robinson | 53 | 45.7 | 43.23 | 94.59 |
| | VI | Julia Clarke Carleton | 47 | 43.23 | 40 11 | 92 78 |
| | V | Carolyn A. Dean | 51 | 41 62 | 38 82 | 93.28 |
| | Special | Etta L. Comstock | 27 | 23.31 | 22 2 | 95.13 |
| John Dove | IV | Edith A. McLawlin | 44 | 38 3 | 35.79 | 93.46 |
| | III | Lucy A. Roach | 44 | 39 29 | 37.22 | 94.73 |
| | II-III | Annie O. S. Clemons | 36 | 37.25 | 35.71 | 95.86 |
| | II | Jennie S. Abbott | 40 | 33.1 | 30.04 | 90.75 |
| | I | Adele H. Duval | 61 | 47.15 | 40.39 | 85.65 |
| | Kinder-garten | Evelyn P. Reed<br>Mary E Scott | 50 | 42.76 | 37 23 | 87.09 |
| Bradlee | VIII-IX | Clara A. Putnam | 24 | 22.38 | 21.3 | 95.2 |
| | VI-VII | Jessie B. F. Greene | 44 | 40.02 | 38 33 | 95 79 |
| | IV-V | Annie M Downes | 38 | 34.4 | 32.61 | 94.8 |
| | II III | Rubina S. Copeland | 49 | 40 89 | 38 22 | 93.47 |
| | I | Florence I. Abbott | 22 | 17.92 | 15.58 | 86 91 |
| | Kind'r'g't'n | Evelyn P. Reed Prin. | 28 | 22.46 | 19.16 | 85.3 |
| Indian Ridge | V-VI | Margaret C. Donovan | 42 | 38 42 | 37.63 | 97.94 |
| | III-IV | Jennie A. Birnie | 45 | 39.07 | 38.6 | 97.29 |
| | I-II | Bertha Meacom | 52 | 45 69 | 42.03 | 92. |
| | Kinder-garten | Florence M. Prevost, Prin.<br>Marie L. Saunders, Asst. | 31 | 20.62 | 18.72 | 90.79 |
| Richardson | IV-V-VI-VII | Lilla A. Abbott | 33 | 29.02 | 27 02 | 93 09 |
| (Frye Village) | I-II-III | Helen W. Battles | 37 | 28 33 | 25 77 | 90 96 |
| West Centre | | Gertrude Burtt | 36 | 31.26 | 28.46 | 91. 2 |
| Scotland | | Sara L Patrick | 18 | 14 82 | 13 14 | 88.69 |
| Holt | | Julia McCarthy | 7 | 5.86 | 5 37 | 91.64 |
| Osgood | | Harriet W. Carter | 35 | 27 52 | 22.99 | 83.56 |
| Abbott | | Alice M. Bowman | 18 | 14.48 | 12 96 | 89 5 |
| North | | Mary M. Kinney | 18 | 14.55 | 13 47 | 92.6 |
| Bailey | | Eva A. Hardy | 10 | 8.19 | 7 61 | 92.97 |

| | |
|---|---|
| Number of children registered in Kindergartens, Primary and Grammar Schools of the town, | 1140 |
| Average membership, | 990.24 |
| Average attendance, | 906.82 |
| Per-cent of attendance, | 91.57 |
| Number of children in school under five years of age, | 77 |
| Number of children in school over fifteen years of age, | 30 |
| Number of children in school between seven and fourteen years of age, | 764 |

# REPORT

## OF THE TRUANT OFFICER.

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| | |
|---|---|
| Number of cases investigated, | 9 |
| Number found to be truants, | 8 |
| Number detained at home unnecessarily, | 1 |
| Number cases prosecuted, | 0 |

ALEX. DICK, *Truant Officer.*

# REPORT

## OF TEACHER OF MUSIC AND DRAWING

---

*Mr. Geo. E. Johnson, Superintendent of Schools of the Town of Andover,*

SIR: Again it is my pleasure to hand you the annual report as Supervisor of Drawing and Music in the Town of Andover.

In Drawing, the work has followed the same general lines used as foundations in the preceding years, the results have been compared with other work and a satisfactory growth has been seen.

Particularly was this true in the line of work including outdoor sketches.

The State exhibit in Boston last September afforded opportunity to compare our work with that of other towns, and many lessons were learned.

We have tried to avoid the two extremes, having all brush work or all pencil work, and I think a medium ground has been adhered to by all the schools.

It may be of interest to the parents to know that some of our work at that exhibit was chosen by our State Supervisor, Mr. Henry T. Bailey, to send to the Paris Exposition, to be held this coming Summer, as typical work done in the *Town* schools of our Commonwealth.

The interest in the study of pictures by ancient and modern masters has been as great as in former years.

It was with satisfaction and pleasure that we were able to buy pictures and casts to decorate the walls of the two rooms used in the Richardson School, and the interest in decorations shown by the pupils to-day after constant associa-

tion with them since September, proves the continued influence such decorations have over the pupils' minds.

In May the teachers and pupils of Stowe School held a Fair and Lawn Party on their grounds to raise a fund to be expended in like manner, and were very successful in their efforts.

Interest in the work was shown by our fellow townspeople, the ladies of the November Club and the Daughters of Revolution, and they assisted us in the most practical way, giving donations of money to help the cause.

Now that such a feeling has generated in our town, it does not seem too much to wish for, when the hope is expressed that every school building will establish a fund, however small, that may be drawn upon each year for buying pictures, casts, and literature on the subject, which is such a very comprehensive one.

The work in music has been as pleasurable as in the past, and again I want to emphasize the fact of each pupil's doing his part *cheerfully*. That has always been one of the greatest delights of each music recitation held.

Fourth grade pupils and all above having written work many times each year, *fix* the prinicples, hence when oral work comes, the execution is much easier.

Again I wish to thank the committee, Superintendent and teachers who have each and all contributed to make my labors so pleasant that whatever good results may have been attained in my subjects, they have come from the generous assistance I have received from every source.

Respectfully submitted,

ELIZABETH H. DEMAREST.

# SCHOOL-ROOM DECORATION

Through the energetic efforts of the teachers, the following decorations have been placed in the school rooms the past year:

STOWE SCHOOL.

PICTURES:

| | |
|---|---|
| Hermes, | Praxiteles |
| Aurora, | Guido Reni |
| Reading from Homer, | Tadema |
| Landscape, | Ruysdael |
| The Fighting Temeraire, | Turner |
| Sistine Madonna (detail) | Raphael |
| Head of Christ, | Hofmann |
| From Christ and the Rich Young Man. | |
| Madonna, | Dangerfield |
| Song of the Lark, | Breton |
| Courtship of Miles Standish, | |
| Etching by C. Y. Turner | |
| The Gleaners, | Millet |

STATUE:

Victory of Samothrace

RELIEFS:

Frieze from Parthenon.

| | |
|---|---|
| Dancing Boys, | Della Robbia |
| Children Playing on Cymbals, | Della Robbia |
| Children Playing on Instruments, | Della Robbia |

Madonna.

Diomede and Victory.

Bambino.

BUSTS:

Diana.

Apollo.

Franklin.

JOHN DOVE SCHOOL.

RELIEFS:

Paul Revere.
Cupids from Tomb of Henry IV.
Sheepfold, Jacque
Poor Man's Friend, T. Faed

RICHARDSON SCHOOL.

PICTURES:

Christ and the Doctors, Hofmann
The Shepherdess, Le Rolle
St. Anthony of Padua, Murillo
Primary School in Brittany, Geoffroy

RELIEFS:

Boys Singing, Luca Della Robbia
Boys Playing on Drums, Luca Della Robbia
Diomede and Victory.
Boys Playing on Trumpets, Luca Della Robbia
Boys Dancing.
The Vintage.
Zion, Howard Barye

# Punchard Free School.

## PRINCIPAL'S REPORT.

*To the Trustees of Punchard Free School:*

GENTLEMEN: —For the school year ending June 22, 1899, the number of pupils enrolled was ninety-nine, of whom forty-one were boys and fifty-eight were girls. The graduating class numbered twenty, sixteen girls and four boys. Two members of the graduating class entered Mt. Holyoke College, one the Mass. Institute of Technology, three Normal Schools, and two, other advanced schools. Two members of the second class passed preliminary examinations for Mass. Institute of Technology and four for Normal Schools.

The J. W. Barnard prizes for English Composition and delivery were awarded for the first time this year. The first prize of twenty dollars was divided between Miss Bessie Punchard Goldsmith and Miss Marguerite Newhall. The subject of Miss Goldsmith's essay was "The Novels of Scott are fit only for children and old men to read." Miss Newhall's subject was "A Morning Walk of an Andover Ornithologist." The second prize of twelve dollars was awarded to Miss Miriam Feronia Carpenter, whose subject was, "Was Macbeth the Victim of Fate?" The third prize of eight dollars was awarded to Master John Harrison Nolan. Master Nolan's subject was "Territorial Expansion."

The Goldsmith prizes for excellence in declamation were awarded to Miss Susie Catherine Findley and Master Stanley Abbott Pratt.

Mr. M. E. Gutterson's prizes for excellence in Botany were awarded to Miss Bessie Punchard Goldsmith and Miss Susie Catherine Findley.

The Mary Starbuck prizes were awarded this year for best letter, written without previous preparation or notice. The winners of the prizes were Master Clarence Warren Mooar, Master James Burns, Miss Ethel Raymond Clark and Miss Fannie Louisa Eaton. Master Dana W. Clark received honorable mention.

The Punchard Alumni Association gave the annual reception to the graduating class, and also the Goldsmith prizes.

The report of Dr. William T. Harris, U. S. Commissioner of Education, for the school year 1897–98, recently published, has brought out some very interesting facts in regard to secondary education. The most remarkable fact, perhaps, brought out in this report is, "that the study of Latin in the last nine years has gained in the enrollment of pupils at a rate greater than that of any other secondary school study." The total gain of 174 per cent. is more than double the percentage of increase in the total enrollment of pupils in secondary schools, the latter being 86 per cent. Even this, however, is probably five times the rate of increase of population. There are seven subjects in which the per cent. of increase in the years from 1889–90 to 1897–98 has been greater than the increase in total enrollment. The seven subjects with per cent. of increase for each are:

| | | |
|---|---|---|
| 1. | Latin, | 174 |
| 2. | History (except U. S.,) | 152 |
| 3. | Geometry, | 147 |
| 4. | Algebra, | 141 |
| 5. | German, | 131 |
| 6. | French, | 107 |
| 7. | Greek, | 94 |

During the same period the percentage of increase in the number of pupils studying the important sciences, Physics and Chemistry, was as follows:

| | |
|---|---|
| Physics, | 79– |
| Chemistry, | 65+ |

A fair inference from these figures seems to be, that the rush toward the sciences that was taking place during the fifteen or twenty years previous to 1890, has stopped, and that Latin and Greek, Modern Languages, General History, and Mathematics are regaining favor. The per cent. of all the pupils enrolled in secondary schools in the United States who were studying the most imporant subjects, named above, in the school year 1897–98, and the per cent. for Punchard for the same year are shown below:

| | U. S. | PUNCHARD |
|---|---|---|
| Latin, | 49.44 | 56. |
| History (except U. S.), | 37.68 | 57.5 |
| Geometry, | 26.59 | 30. |
| Algebra, | 55.29 | 69. |
| German, | 14.24 | 0. |
| French. | 10.45 | 40. |
| Greek, | 4.5 | 7.5 |
| Physics, | 20.48 | 40. |
| Chemistry, | 8.55 | 16.25 |

The very large percentage of pupils studying Physics at Punchard, as shown above, was due to placing that subject in the first year of the course for the first time and thus throwing it open to election by a larger number of pupils. The normal percentage for this subject is a little larger than for the country as a whole. Although there is no German at Punchard the percentage of pupils studying French there for the year 1897–98 is much larger than for French and German together for the United States. This also for special reasons was abnormally large. The normal number, however, is still larger than for both languages for the country as a whole.

Within a few years the State Normal Schools have, by substantial increase in the requirements for admission, won the respect of High School teachers, which was largely lacking before. Before the increase in requirements it was easy for a graduate of a Grammar School to pass the examinations

for Normal School. In fact, unless the High School pupils had reviewed the Grammar School subjects carefully, the Grammar School graduate had the advantage. School Committees very often, and wisely, I think, preferred as candidates for teachers' positions graduates of High Schools, who had not had Normal School training to Normal School graduates who had not had High School training. Now, the Normal Schools accept only those who have had a High School training or its equivalent and the effect both on the Normal Schools themselves and on the High Schools is excellent. It is in some respects harder to prepare pupils for Normal Schools at present than for college. The Normal Schools require the elements of five sciences. Harvard College requires only one science. I think it would be much better to limit the requirement to one science to each school. In English the requirements for admission to Normal School are the same as for College and in Mathematics substantially the same. The Normal Schools do not accept certificates. All admissions are by examinations. Punchard is sending her share of students to the Normal Schools under the new conditions.

The baseball season this year was very successful for the Punchard nine. This success was very largely due to my assistant, Mr. Eric A. Starbuck. Thanks are due to the School Committee for appropriation for grounds and the citizens of Andover for contributions for the same purpose and also for uniforms. Mr. M. E. Gutterson's offer of a prize bat, won by Master Winifred Trow, was also an incentive to good playing. I commend this athletic feature of school life to our friends in town and hope that they will help us again for the coming season.

The work of all my assistants this year was faithful and successful and the co-operation and sympathy of the Trustees always ready and helpful.

Respectfully submitted,

FRANK O. BALDWIN,

*Principal.*

# COURSE OF STUDY.

| YEARS | TERMS | ENGLISH | HISTORY | SCIENCE |
|---|---|---|---|---|
| | | 3 | 3 | 4 |
| FIRST YEAR | *Fall* | Lessons, Composition. Whittier. | History of England. | Physics. |
| | *Winter* | Lessons, Composition. Longfellow. | History of England. | Physics. |
| | *Spring* | Lessons, Composition. Gen'l view of American Poetry. | History of England. General view. | Physics. |
| | | 3 | 3 | 4 |
| SECOND YEAR | *Fall* | Rhetoric. American Essayists and Orators. | Developm't of English Constitution. | Chemistry. |
| | *Winter* | Rhetoric. American Novelists. | History and Civil Gov't in U. S. | Chemistry. |
| | *Spring* | Rhetoric. Gen'l view of Amer. Prose. Compositions throughout the year. | History and Civil Gov't in U. S. | Chemistry. |
| | | 3 | 3 | 4 |
| THIRD YEAR | *Fall* | | History of Greece. | Physiology. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts in English. | History of { Greece. Rome. | Botany |
| | *Spring* | | History of Rome. | Botany. |
| | | 3 | 3 | 7 |
| FOURTH YEAR | *Fall* | | Mediæval, topics, lectures. | Geology 4. Physics 2. Ex. lab work. Astronomy 1. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts. Historical Grammar. | Modern, topics, lectures. | Astronomy 1. Physics 2. Ex. lab. work. |
| | *Spring* | | Nineteenth Century. — Comparison of Govern'ts of U S., Eng, France and Germany. | Phys. Geography 4. As ronomy 1. Physics 2. Ex. lab. work. |

# PUNCHARD FREE SCHOOL.

| MATHEMATICS | | LATIN | GREEK | FRENCH | ART |
|---|---|---|---|---|---|
| 5 | 3 | 5 | | | 1 |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | Drawing. |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | Drawing. |
| Algebra. | Book-keeping. | Lessons, Cæsar. Sight Reading. | | | Drawing. |
| 5 | | 5 | 5 | | |
| Algebra. Geometry. | | Cæsar, Composition. | Lessons, Anabasis. | | |
| Geometry, Algebra. | | Cæsar, Composition. | Lessons, Anabasis. | | |
| Geometry, Algebra. | | Cæsar, Composition. Sight Reading. | Lessons, Anabasis. Sight Reading. | | |
| 3 | | 5 | 5 | 5 | 1 |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Music. |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | |
| Geometry, Algebra. | | Cicero, Composition. Sight Reading. Ovid. | Selections from Xen. Composition. Sight Reading. | Authors, Comp. Sight Reading during year. | |
| 5 | | 5 | 5 | 5 | 1 |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Art. Drawing once a w'k during y'r. |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | |
| Review of Arithmetic. | | Virgil, Composition. Sight Reading. | Review, Composition. Sight Reading. | Authors, Comp. Sight Reading during year. | |

## TRUSTEES OF PUNCHARD FREE SCHOOL.

Rev. George A. Andrews,
Samuel H. Boutwell,
Myron E. Gutterson.
Rev. Frederic Palmer.
George A. Parker,
George H. Poor,
Rev. Frank R. Shipman,
Horace H. Tyer.

## ORGANIZATION OF TRUSTEES OF PUNCHARD FREE SCHOOL FOR 1898-99.

President. Rev. Frederic Palmer.

Sec. and Treas., George H. Poor.

Visiting Committee:

Rev. Frederic Palmer.
Rev. Frank R. Shipman,
Rev. George A. Andrews.

Prudential Committee:

Horace H. Tyer,
Myron E. Gutterson.

Auditing Committee:

George A. Parker,
Myron E. Gutterson.

## TEACHERS.

Frank O. Baldwin, Principal.
Mary E. Höhn Dern, First Assistant.
Jean S. Pond, Assistant.
Eric A. Starbuck, Assistant.

# TOWN OF ANDOVER

MASSACHUSETTS

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# ANNUAL REPORT

OF

# THE SCHOOL COMMITTEE

---

FOR THE SCHOOL YEAR

1900

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ANDOVER, MASS.
THE ANDOVER PRESS
1901

# SCHOOL COMMITTEE, 1900-1901

| | | | | |
|---|---|---|---|---|
| J. Newton Cole, Chairman, | Term expires | March | | 1900 |
| William Shaw, . . . . | ,, | ,, | ,, | 1900 |
| John L. Brewster, . . . | ,, | ,, | ,, | 1901 |
| Mrs. E. S. Morrill, . . . | ,, | ,, | ,, | 1901 |
| Mrs. L. A. Wilson, . . . | ,, | ,, | ,, | 1901 |
| John Alden, . . . . | ,, | ,, | ,, | 1902 |
| John N. Cole, . . . . | ,, | ,, | ,, | 1902 |
| Thomas David, . . . | ,, | ,, | ,, | 1902 |

G. E. Johnson, Secretary and Superintendent.

Regular Meetings of the Committee:

The first Monday of every month at 7.30 P.M.

# TRUANT OFFICERS

Alexander Dick, Centre and West Parish.

H. M. Hayward, Ballardvale.

# STANDING COMMITTEES

Advisory and Auditing Committee:

John N. Cole, John Alden, J. Newton Cole.

Committee on Teachers and Music:

John L. Brewster, Mrs. L. A. Wilson.

Committee on Text-books and Supplies:

Mrs. E. S. Morrill, Thomas David, William Shaw.

Sub-Committees:

Stowe, John Dove, and Indian Ridge Schools: John Alden, Thomas David.

Bradlee, Holt, and Scotland Schools: William Shaw, J. Newton Cole, and Mrs. L. A. Wilson.

West Centre, Richardson School (Frye Village), Osgood, Bailey, Abbott, and North Schools: John N. Cole, John L. Brewster and Mrs. E. S. Morrill.

# SCHOOL CALENDAR FOR THE YEAR 1901

| | |
|---|---|
| Winter term begins Jan 7. | Winter term closes March 29. |
| Spring term begins April 8. | Spring term closes June 21. |
| Fall term begins Sept. 9. | Fall term closes Dec. 20. |

# REPORT

## OF THE SCHOOL COMMITTEE

*To the Citizens of the Town of Andover:*

Your School Board takes pleasure in reporting to you that the year 1900 has been a prosperous one in the schools, and that a steady improvement in some respects is noted throughout the town. This is especially noticeable in the country schools, which, perhaps, have never reached a higher standard than at present.

Of the school buildings, as a whole, such a statement cannot be made, but year by year your Board is endeavoring to improve their condition. It is very desirable that basements be constructed under the country school houses, wherever possible, and furnaces put in, thus doing away with the present unsatisfactory method of heating, while at the same time improving the ventilation. It is the intention of the Board to carry out this plan at the Osgood School this year.

A more important change is the contemplated introduction of sanitary arrangements in the Stowe School building, connecting with the sewer. Plans have been made for this change and the cost estimated at $4000, and the Board will ask, by special article in the town warrant, for the appropriation of this sum. The necessity for this change will be apparent to every citizen, as the health and comfort of the children must be deemed of utmost importance.

The same change must soon be made in the John Dove schoolhouse, but it is thought best not to attempt too much work in one year, especially as it is becoming more and more apparent that in order to accommodate the increased number of pupils in the lower grades the town will soon be called on to enlarge the John Dove building. It will doubtless be

more economical to make a change in the plumbing when this addition to the building becomes a necessity.

At the beginning of the fall term, it was decided to close the Holt School and transport the pupils to the Centre. This was done, and as far as the Board can learn the plan is working very satisfactorily. It will no doubt commend itself to the parents and prove a distinct benefit to the children, besides being a saving in expense.

The Board desires to call attention to the excellent work done by the Superintendent of Schools, Mr. George E. Johnson, in conducting the summer vacation school under the auspices of the Andover Guild. Many cities and towns are making appropriations for vacation schools, and while Andover may not be ready at the present time to take up this work, your Board believes it to be of great importance in its helpfulness to the children.

During the year, the Board has lost a valuable member in the removal from town of Mr. George D. Pettee,— a man of good judgment, with an intimate knowledge of educational matters, who was keenly interested in the welfare of the schools.

Statistics and other information in regard to the schools will be found in the Superintendent's report printed herewith. The Board asks the attention of every citizen to that report and to the suggestions contained therein, particularly those bearing upon the question of manual training in the schools.

The amounts estimated as required for the current year are as follows:

| | |
|---|---|
| Schools, | $22500 00 |
| School Houses, | 2500 00 |
| School Books and Supplies, | 1500 00 |

Respectfully submitted,

J. NEWTON COLE,

*Chairman, for the Board.*

# REPORT

## OF THE SUPERINTENDENT

*To the School Committee of Andover:*

The Eleventh Annual Report of the Superintendent of Public Schools of the Town of Andover, being the report for the year 1900, is herewith respectfully submitted:

## STATISTICS.

### I. POPULATION.

| | |
|---|---|
| Population of Andover, 1900, | 6,813 |
| Number of children between five and fifteen years of age, 1899, | 952 |
| Number of children between seven and fourteen years of age, | 778 |

### II. VALUATION.

| | |
|---|---|
| Valuation of Andover, | $5,069,671 |
| Estimated valuation of school houses and lots, not including high school building, | 72,000 |
| Estimated valuation of books and apparatus, | 4,500 |

## III. SCHOOL EXPENSES.

| | |
|---|---|
| Total amount expended, not including amount expended for high school, | $25,468.74 |
| Schools, | 21,426.63 |
| School Houses, | 2,512.87 |
| Books and Supplies, | 1,529.24 |
| Amount expended for current expenses, salaries, fuel, supplies, | 22,955.87 |
| Expense per child, based on average number belonging, | 23.35 |
| Average for the State, including high schools, | 26.06 |
| Per cent. of current expenses to whole amount raised by taxation, | 27.00 |
| Average of same for the State, | 23.00 |
| Rate of taxation for all purposes, in Andover, | 15.50 |
| Average of same for State, | 15.66 |
| Additional expenses for Punchard Free School, | 507.91 |

NOTE—

| | | |
|---|---|---|
| Total current expenses of Punchard Free School, | $4,195.05 | |
| Additional current expenses paid by the town, | 507.91 | |
| Total current expenses of elementary schools, | 22,955.87 | |
| Total | | $27,658.83 |
| Amount expended on each school child in Andover, including high school, based on average membership, | | $25.68 |
| Average of same for the State, | | 26.06 |

## IV. SCHOOL BUILDINGS.

| | |
|---|---|
| Number of school buildings, not including high school building, | 12 |
| Number of rooms, | 34 |
| Number of rooms not occupied, | 2 |

## V. TEACHERS.

| | |
|---|---|
| Whole number of teachers, not including high school, | 36 |
| Number of principals of buildings, | 5 |
| Number of principals of kindergartens, | 2 |
| Number of regular teachers, | 24 |
| Number of kindergarten assistants, | 2 |
| Number of special teachers, | 3 |

## VI. PUPILS AND ATTENDANCE.

| | |
|---|---|
| Whole number of children registered in kindergartens, primary and grammar schools of the town, | 1121 |
| Number of children registered under five years of age, | 114 |
| Number of children registered over fifteen years of age, | 21 |
| Number of children registered over seven and under fourteen years of age, | 781 |
| Average membership, | 987.3 |
| Average attendance, | 909.8 |
| Per cent. of attendance, | 92.1 |
| Highest per cent. of attendance in any school, Indian Ridge, Grades VII–VIII, | 96.8 |

# Some Facts of Child-Development and their Relation to School Work and School Grading

In the report of last year, attention was called to certain well-substantiated facts of child-life and child-development which have an important bearing upon the education of children, and certain recommendations were made based on those facts. It is my desire, in this report, respectfully to request your consideration of some of those recommendations a little more in detail, and with special and practical reference to our school grades and school work.

Our school system, below the high school, includes a kindergarten course of two years and nine grades of one year each. We admit our children to the kindergarten at three years of age, so that regularly they will complete the eleven grades at 13–14 years of age.

These years from three to thirteen include[1] three periods of childhood which are pretty clearly defined. The first period is from three to seven or eight. In the report of last year, certain characteristics of this period were discussed as regards their bearing upon school work. But I wish to speak here again and somewhat in detail of this period.

In the first place, it should be noted that this is a period of very rapid nervous growth. The brain at the close of this period has reached nearly its maximum weight. As was pointed out in the previous report, this is the time for the development of the special senses and their co-ordination.

1 Prof. E. B. Bryan, of Indiana University, has made a very careful discussion of these periods in the Pedagogical Seminary, October, 1900, to which I am much indebted. Parents interested can find this number of the Ped. Sem. in the Teachers' Library, Superintendent's office.

But the development of the brain during this period is one of growth rather than one of function, it is the development of the physical possibility of power, rather than of power itself. Hence the tremendous importance of every aid to full physical development and growth during this period. Overstimulation of the intellectual processes to the retarding of growth, disturbance of nutrition, loss of exercise, fresh air, and sunshine is one of the most serious errors of public school instruction. It is of vastly less importance that a child of eight should have learned to read, write, and cipher, than that the physical growth of the nervous system up to this age should have been aided by the best physical conditions. It is true that "intellectual" activity is necessary for this development at its best, but every fact of child-development seems to carry evidence that such activity should have the character of sense and motor training and not of the labored "cerebrations" and sedentary confinement necessary in much reading, writing and arithmetic.

It is also a period of almost constant physical movement. This "perpetual motion" in children is significant in two ways. In the first place it indicates the mental characteristics of the child. Just as his movements are flitting and lacking in control, so his attention is unsteady and largely involuntary. In the second place, it suggests the relation of physical activity of children to their mental development. The relation of motor ability to mental ability at this stage is so close that the former is the best index of the latter. It is what the child can do, his power of control and direction of movement, that marks the degree of his intelligence. The importance of movement in the development of intelligence, is further suggested by the fact that while the brain increases only about 3.7 times in weight from birth to maturity, the muscles increase 37 times in weight. The brain is practically full grown years before the mind matures and while the muscles are still very undeveloped.

[1]Mosso and others have shown that the phenomena of muscular fatigue and mental fatigue are identical. Fatigue of the muscles is attended by a loss of power of attention, and fatigue of attention by loss of power of muscles.

If the so-called motor region of the brain be injured, there results a corresponding change in sensibility. Neither chemically nor by the use of the most powerful microscope has it been possible to discover any differences in the nerve cells of the cerebral cortex, and Mosso concludes that "the psychic function cannot be separated from the motor, that the psychic phenomena and that which imparts movement impulse both have their seat in the same cell."[2]

Experiments have shown that training the right hand in a definite exercise trains the left hand also, although this has not participated in the exercise. Even training the toes of one foot trains the toes of the other foot also, and the fingers, and other parts of the body in similar movements.[3] All this shows that muscular exercise has a central as well as a local effect. Mosso claims that animals with greatest mobility of extremities are the most intelligent, and emphasizes the relation of dexterity to genius in the old masters. "I am convinced," he says, "that muscular movements have formed the omnipotence of genius, just as vice versa, intellectual exercises affect advantageously the development of the muscles."

As further evidence of the importance of muscular growth and physical well-being in the development of children, I wish to cite an investigation conducted some years ago at St. Louis by Dr. Townsend Porter, now of Harvard University. From the results of his measurements of 33,500 children, Dr. Porter concludes that there is a physical basis for dullness and brightness. Dull children are lighter and bright child-

1 Dr. H. T. Lukens, Mental Fatigue, Am. Phys. Ed. Rev., Vol. IV, Nos. 1 and 2.

2 Prof. Angelo Mosso, Psychic Processes and Muscular Exercise.

3 Dr. Wm. G. Anderson, Studies in the Effects of Physical Training. Am. Phys Ed. Rev., Vol. IV, No. 3.

ren heavier than the average child. Mediocrity of mind is associated with mediocrity of physique. Dr. Porter found 1737 boys of eleven years of age distributed through the first six grades of school. Taking it for granted that the brighter boys would be further advanced and the duller boys less advanced in the school grades, — if there is a relation between weight, or physical development, and mental ability, the boys in Grade VI should be heavier than boys of the same age in Grade I. That this proved to be so is shown by the following table :[1]

| GRADES. | NO. OF BOYS. | MEAN WEIGHT. |
|---|---|---|
| I | 59 | 63.4 lbs. |
| II | 311 | 65.4 lbs. |
| III | 665 | 68.0 lbs. |
| IV | 546 | 69.2 lbs. |
| V | 123 | 71.3 lbs. |
| VI | 33 | 73.3 lbs. |

In 1899, Dr. W. S. Christopher, by a similar method, reaches the same conclusions as Dr. Porter in regard to Chicago school children. He found 503 children of 12 years of age distributed through the grades from the second to the eighth. Measurements and tests of these children led him to conclude " that on the average those pupils who have made great intellectual advancement are on the whole taller, heavier, stronger, possessed of greater endurance, and larger breathing capacity than those who have made less advancement."[2]

It should be stated here that Dr. Frank Boaz, formerly of Toronto, but now of Columbia University, New York City, in a study of Toronto school children, but by a different method, arrived at just the opposite conclusions. The children pronounced by their teachers as bright, were found

1 Taken from Report of Royal Commission on Secondary Education, Vol. 5, p. 359.

2 W. S. Christopher, M. D., Measurements of Chicago School Children.

to be less well developed physically than those classed as dull.[1] But Dr. Henry G. Beyer, of the U. S. Navy, having in mind to corroborate either Dr. Porter or Dr. Boaz, took data from the comparison of physique and mental work in his measurements of 76 candidates for the Navy. He worked out his results on a careful and elaborate plan and concludes "that all the important results obtained by Porter by his researches on 'Precocity and Dullness' are hereby confirmed."[2]

I happen to have statistics taken in our own schools for another purpose which may be compared to those of Dr. Porter. The number of children measured is far too small to afford any scientific value, standing alone, but the statistics are of especial interest because they refer directly to the children of this town, and so far as they go, they confirm the conclusions just mentioned.

I have at hand the weights of 38 boys of ten years of age who are distributed through the grades from the third to the ninth. The 27 boys who are in the third, fourth and fifth grades, have an average weight of 67.9 lbs.; the 11 boys in the grades from the sixth to the ninth have an average weight of 71.1 lbs. Eleven girls of ten years of age in the grades from the third to the fifth, have an average weight of 66.4; 11 girls of the same age in the sixth and seventh grades have an average weight of 71.2 lbs. Twelve boys of twelve years of age in the fourth, fifth and sixth grades have an average weight of 73.7; 25 boys in the seventh, eighth and ninth grades have an average weight of 81.6 lbs. Thirteen twelve year old girls in the fourth, fifth, and sixth grades, have an average weight of 72.3 lbs.; 19 girls of 12 years in the seventh, eighth, and ninth grades, have an average weight of 80.2 lbs.

The point that I wish to make here is not that large child-

[1] One point that Dr. Boaz makes, in his criticism of Dr. Porter's conclusions, is that Dr. Porter should call his dull children *retarded* rather than dull. Science, New Series, March 1, 1895.

[2] Henry G. Beyer, M. D., The Relation between Physique and Mental Work, Phys. Ed. Rev., Vol. V, No. 2.

ren are individually brighter than smaller children. We are all familiar with cases which would indicate just the opposite. Small children may be as perfectly developed for their type as larger children for theirs. But children of less perfectly developed bodies, of whatever type, may with reason be said to be inferior mentally to more perfectly developed children, and this I believe is fairly proven. The case is stated nicely by Dr. Charles Roberts, an eminent English authority and member of the Royal Commission on Secondary Education. I quote from the "Report of the Royal Commission on Secondary Education," Vol. 5: "An under sized or an imperfectly fed child is not capable of the same mental or physical work as a well-grown and well-fed child of the same age. The result is the same whether we measure different classes or different individuals of the same class, and there can be no doubt of the truth of the general statement that tall and heavy children possess greater powers of mental labor than the stunted and ill-developed individuals of the same age; and consequently any check to physical development by school work, bad feeding, or other causes are certain evidence of physical and mental over-pressure. A healthy and normal physical development of body carries with it a corresponding mental vigor, and an imperfectly developed body a sluggish mind; and although undersized boys often excel in special subjects they are not equal to the all-round culture which it is the object of education to foster. Precocity in undersized children should be discouraged and not encouraged, as is too often the case by parents, school master, and the vanity of the pupil himself, as it interferes with the physical development of the body, and such children rarely excel when they grow up, even in the special subjects they have cultivated as children."

Now if it be admitted that the physical condition and bodily growth have an important relation to mental work, and also that voluntary muscular movement has the important office claimed for it in the development of the mind,

can it be shown that our public schools, in this early period of from three to eight, of which we are speaking, do not fulfil conditions favorable to such growth and activity?

As to the growth, there is little that can be produced in figures, to prove that primary schools do not further physical development. Yet there is something. It has been found that children of seven years of age who have never attended school are heavier and stronger than school children of the same age.[1] But when one considers the actual condition of children in the primary schools, the generally crowded rooms, bad air, lack of sunshine, the long hours of sitting still in the unavoidable bad positions, and of attending to mental work with comparative little physical activity involved, can he, for a moment, believe that the conditions are advantageous for the best physical development?

In the face of the foregoing facts, is it not obvious that so much formal instruction in reading, writing and arithmetic, as we attempt with children five years old to the exclusion of motor and sense training, is a serious mistake? We now admit children to the first grade at five years of age. I am firmly convinced that our children would be better off should we admit them to the kindergarten at four and retain until six, not admitting to the first grade until the age of six. This would make our kindergarten course much more valuable and improve our first grade work accordingly.

I am firmly convinced also that if we are to have five hours of schooling a day for children under eight years of age, we must devise some way for increasing the outdoor and muscular activity of the children or endanger their best physical and mental welfare. Roberts fixes the limit of hours of study per day for children under seven at 2 hours, and at 3 hours for children under nine. Twice we have been obliged, on account of an over-crowded first grade, to divide the class into two sections, each attending half a day,

[1] George W. Fitz, M. D., The Hygiene of Instruction in Elementary Schools.

and we have found that the children progressed as rapidly in their work when attending half a day as when attending all day.

In the first and second grades which, with the kindergarten, cover the first period of childhood discussed, the work should fall away somewhat from the technical character which it bears at present. Less time to reading, perhaps, certainly much less to writing and arithmetic, should be given. It is much better for children of six and seven to talk well than to write poorly. If power and beauty of expression are sought, to absorb a child's energy in the technique of writing, spelling, capitals, punctuation, in not the way to develop it. If at this age, love of reading is desired, a zeal for knowledge of the world, accumulation of facts, and a healthful growth, the best way is not through constant confinement at the school desk with book and pencil. There is no disparagement here of reading, writing and arithmetic, but only of too much and too early work of this character to the neglect of what is more valuable to the child not alone for the present, but for work in these very subjects later on. It cannot be shown that children who have failed to receive such instruction before the age of eight are at any disadvantage later in school life, but on the contrary, experience and the facts of child-life and development are on the other side. I have returns from 32 students, giving age of entering school and age of entering college. The average length of time in fitting for college, for those entering school at an average age of six years and seven and a half months, was one year less than for those entering at five years and one month. Moreover, the scholarship of those entering school later, so far as it could be determined by the returns, was superior to that of the boys entering school earlier.

The work of the kindergarten and the first two grades should receive further modification. There should be in the kindergarten, even more than there is now, and in the first two grades, much more than there is now, the element of free

play and free activity. Environment is of greater value here than dictations. Especially in the warm days of the spring and fall, the children should be as much out of doors as possible. The games and the play outdoors, the nature work in the yards and the near-by fields, with which we are so greatly blessed in Andover, are as important as the more formal exercises of the school room, and it should excite no unfavorable comment when groups of children and their teachers are observed "at school" in the pastures and fields of Andover.

The next period to be considered is that from about eight to ten years of age. That there is a change at about the eighth or ninth year is well understood. The brain has reached nearly its full weight. There is an increase in rate of growth. There is a change in the vascular system. The heart has an increase of work greater proportionately than the increase of the heart muscle. There is consequently a tendency to dilation of the heart. Children of this period fatigue more readily than when they were a year younger, a fact which gives rise often to the opinion that they are lazy.

As further evidence of the important changes of this period, is noted the change in the character of the diseases of children. As everybody knows, the diseases of children are not identical with the diseases of adults. At this time there is a transition period, about half of the diseases of this age belonging to the period preceding, and about half to adult life.

In his study of Boston children, Dr. Hartwell has shown that stuttering is most frequent between eight and nine.*

* Dr. Hartwell characterizes stuttering as a St. Vitus' dance of the finer muscles of speech. In relation to early instruction in reading, it is of interest to note that Dr. Hartwell found a marked increase of stuttering among pupils of primary grades as compared to pupils in the kindergartens. He says, "It seems to me to be a highly significant fact that the amount of stuttering, in both boys and girls, is greatly augmented at the very time when instruction in reading aloud is begun." School Document No. 8, Boston, 1894.

The fact that children tire more easily at this period is due to the bodily changes taking place and doubtless also, in a measure, to disturbance of nutrition. The process of second dentition is most rapid at this period, and while it is a period of accelerated growth, with great demands upon the functions of mastication, digestion and circulation, it is a time of great disturbances in these functions. In the examination of the teeth of our school children, we found that children of this period were at greater disadvantage as regards mastication than at any other period. Many children of this period had from two to five teeth out, one boy of eight having even eight teeth out. Dr. Hartwell's tables of specific intensity of life, show that while from the age of seven to twelve there is generally a rapid increase in intensity of life, yet at the age of eight to nine for girls there is a lessened rate of increase, and at the age of nine to ten for boys there is an actual drop in specific intensity of life.

In connection with these facts of physical disturbance during this period, some statistics regarding the children in our own school cannot fail of being interesting. I have the ages of between six and seven hundred children classified by teachers as bright, average, and dull. The children of nine years of age show the smallest percentage of bright children and the largest percentage of dull children, the ratio of dull children to bright children being double that of any other age up to fourteen, beyond which age I have no statistics. While no general conclusion can be based on the meagre statistics gathered were they considered alone, still it is rather remarkable that there should appear such a small ratio of brightness in children at just this age of physicial disturbances, unless there be some connection between them.

At least it would seem to indicate that the children of that age in our schools are not in good physical condition for work, or else the work required of children in those grades in which the majority of nine year old children are, is too

severe, the practical inference in either case being that less work should be required of these children.

This period then is important pedagogically because of its dangers. The third and fourth grades of our primary school should be grades in which the work continues upon that of the first two grades with careful and easy gradations. The healthful conditions of the previous years should be continued, with a careful watch over individual children who may be undergoing any disturbance characteristic of this period. Work should not be excessive, but rather light. Tney should not be hurried or worried, and a sympathetic spirit should interpret kindly seeming dullness or laziness. Extras for children in the third and fourth grades should be cautiously planned.

The third period of childhood with which we have to deal in the strictly public schools of Andover begins at about ten and ends at about thirteen years of age. This period is distinctive for several reasons.

The claims of growth are not so great at this period. There is not the great nervous growth of the period preceding, nor the great functional advance of the period following the advent of puberty. There is a lull in the demands upon the system, it is the leisure time of development, the leisure for *work*.

There is less liability to disease. This is the period of greatest specific intensity of life, the specific intensity of life culminating in boys at 12–13, in girls at 11–12.[1]

The heart has regained its proportionate size and strength and there is no longer the liability to fatigue of the preceding period. Children may now be pressed with little danger to growth and development.

[1] Edward M. Hartwell, M. D. School Document, No. 8, Boston, 1894.

In the nervous system, the development of the specaial senses and their associations is continuing. According to Clouston, the special import of this period in the nervous system is the cöordination of muscular action and feeling.[1] This is the time when there must be laid the foundation of skill in manipulation. Skill in the use of tools, in games, in the playing of musical instruments, correctness and facility in pronunciation of foreign languages, cannot be so readily acquired if practice in them is delayed beyond this period. It is not the time when greatest skill and facility can be developed, but it is the time when the development of such must be begun. For this reason and because it is a period of great endurance, it is the golden age for practice and drill.

During this period boys become less childlike and more manly, and girls more womanly. Children seek more for the reasons of things and appreciate them more. Yet the time of the higher and finer co-ordinations and associations has not arrived. Abstract and analytical reasoning, such as is often required in exercises given to children of this age in public schools, is out of place.

A higher type of social feeling is developed. There is great gain in the spirit of co-operation and ability in organization. During this period dawns the consciousness of power to organize, and to wield authority. Gradually in this period the children should be taken somewhat into consultation in matters of discipline, so that by the end of this period, at least, they may have begun to form the habit of selfdirection.[2]

To speak more specifically of the school work of this

[1] T. S. Clouston, The Neuroses of Development.

[2] An important object in teaching obedience in the early years, it seems to me, is to teach *self-control.* An important object of discipline in this period is to enable the child to acquire *self-direction.* There should be a gradual transition from the unquestioning obedience to authority in the early years, to a reflective obedience, in which the authority of parents and teachers is reinforced by an obedience to what in the child's own mind is recognized as best.

period, it is the time when children should be grounded in the fundamentals. If instruction in the essentials of a "common-school education," the neglect of which is so often claimed against the schools of today, were confined more to this period and due emphasis laid upon them, such criticism would, I believe, cease. These are the years best adapted for acquiring facility aud great accuracy in the fundamental operations of arithmetic, a good hand in writing, accuracy in spelling, a readiness and understanding in reading and some skill in composition. By pushing such demands too far ahead in the school life we have done violence to the child and rendered less effective and appropriate the instruction in such branches in later school years.

By this and the previous report, the necessity of constructive work has been shown. But during this period what is more commonly understood as manual training should be begun. As was said before, the foundations for manipulative skill must be laid before the end of this period. Whoever hopes that his child may become a skilled artisan, musician, artist, surgeon, scientist, or inventor, cannot afford to leave this kind of training until after the grammar school age. I can add nothing to the plea of last year for the introduction of manual and domestic training into our schools. Failure to do this is a serious neglect in the training of our children, the evil of which is alleviated only by the work done in these lines by the Andover Guild.

The above is by no means so full a discussion of these periods as I could wish to give, but the main points I desire to bring to your attention at this time have been discussed in this or the previous report. In conclusion, I desire respectfully to make the following recommendations, based mainly, though not entirely, upon the discussions of this and the previous report:

That children be admitted to the kindergarten at four years of age and retained until six.

That children be admitted to the first grade at six years

of age, except in the Richardson School and the country schools, where they should be admitted at five.

That between the kindergarten and the high school there be eight grades instead of nine as at present.

That the primary schools include the first four grades, the grammar schools the last four.

That the school day for the primary schools continue as at present, five hours in length, but that the work be adapted to the physical needs and capacities of the children.

That two teachers be provided for every class numbering fifty or more children.

That children under nine be not promoted to the grammar grades. That the superintendent and teachers be anthorized to consider the physical development and condidition of the children, as well as scholarship and age, in making promotions.

That in all general matters relative to the physical welfare and growth of school children, the superintendent be allowed to consult a regular physician, at his discretion. That at the discretion of the superintendent, and with the consent of the parent, the physician may be consulted in regard to particular cases, so far as such cases have direct bearing upon the school work of those children.

That instruction in manual work be made a part of our regular school course.

That as soon as it can be done conveniently with the reconstruction of the school grades, instruction in some foreign language be given to children intending to pursue their studies beyond the grammar school.

That the Scotland School be closed and transportation of the children to the central schools by electrics be paid for from the school fund.

That a different room from that now used by the John

Dove kindergarten be provided, preferably either an addition to the John Dove schoolhouse or a separate building adeqnate for the kindergarten and classes in manual and domestic work.

With continued and sincere appreciation of the work of the teachers, the encouragement of the parents, and the advice and support of the School Committee, this report is

Very respectfully submitted,

G E. JOHNSON,

*Superintendent.*

# LIST OF TEACHERS

Corrected Jan. 1, 1901.

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## STOWE SCHOOL.

| GRADE. | NAME. | P. O. ADDRESS. |
|---|---|---|
| IX | Anna E. Chase, Prin., | Andover, Mass. |
| VIII | Persie L. Morrison. | Andover, Mass. |
| VII | Florence M. Ash, | Andover, Mass. |
| VI | Carrie G. Hill, | Lawrence, Mass. |
| V | Carolyn A. Dean, | Andover, Mass. |
| Special | Ella L. Comstock, | Andover, Mass. |

## JOHN DOVE SCHOOL.

| | | |
|---|---|---|
| IV | Edith A. McLawlin, Prin., | Andover, Mass. |
| III | Harriet W. Carter, | Andover, Mass. |
| II, III | Mary E. Milligan, | Andover, Mass. |
| II | Jennie S. Abbott, | Andover, Mass. |
| I | Adèle H. Duval. | Andover, Mass. |
| Kindergarten | Evelyn P. Reed, Prin., | Andover, Mass. |
| | Mary E. Scott, Asst., | Ballardvale, Mass. |

## BRADLEE SCHOOL.

| | | |
|---|---|---|
| VIII, IX | Clara Putnam, Prin.. | Andover, Mass. |
| VI, VII | Jessie B. F. Greene, | Ballardvale, Mass. |
| IV, V | Annie M. Downes, | Ballardvale, Mass. |
| II, III | Rubina S. Copeland, | Ballardvale, Mass. |
| I | Florence I. Abbott, | Andover, Mass. |

## INDIAN RIDGE SCHOOL.

| | | |
|---|---|---|
| VII, VIII | Margaret C. Donovan, Prin., | Andover, Mass. |
| V, VI | Mabel G. Carley, | Andover, Mass. |
| III, IV | Jennie Birnie, | Andover, Mass. |
| I, II | Bessie W. Keith, | Andover, Mass. |
| Kindergarten | Florence M. Prevost, Prin., | Andover, Mass. |
| | J. Gertrude Jackson, Asst., | Andover, Mass. |

## RICHARDSON SCHOOL (Frye Village).

| GRADE. | NAME. | P. O. ADDRESS. |
|---|---|---|
| IV, V, VI | Dollie M. Farnum, Prin., | Andover, Mass. |
| I, II, III | Helen W. Battles, | Andover, Mass. |

## WEST CENTRE SCHOOL.

| | | |
|---|---|---|
| I — VIII | Bessie M. Holt, | Andover, Mass. |

## SCOTLAND SCHOOL.

| | | |
|---|---|---|
| I — VIII | Cecilia Kydd, | Andover, Mass. |

## OSGOOD SCHOOL.

| | | |
|---|---|---|
| I — IX | Marion Paine, | Andover, Mass. |

## BAILEY SCHOOL.

| | | |
|---|---|---|
| I — IX | Eva A. Hardy, | Andover, Mass. |

## ABBOTT SCHOOL.

| | | |
|---|---|---|
| I — IX | Grace E. Feeney, | Andover, Mass. |

## NORTH SCHOOL.

| | | |
|---|---|---|
| I — IX | Susie M. Jordan, | Lawrence, Mass. |

## SPECIAL TEACHERS.

| | |
|---|---|
| Music — Elizabeth Hoar, | Danvers, Mass, |
| Drawing — Amy Pleadwell, | Andover, Mass. |
| Physical Training— Agnes O. Brigham, | Brookline, Mass. |

# STATISTICAL TABLE OF THE SCHOOLS,

For the School Year Ending June 22, 1900.

| SCHOOL. | GRADE. | TEACHER. | Number Registered. | Average Membership | Average Attendance. | Per cent. of Attendance. |
|---|---|---|---|---|---|---|
| Stowe | IX | Anna E. Chase | 46 | 40.49 | 37.88 | 93.55 |
| | VIII | Frances B. M. Willgoose<br>Persie Louise Morrison | 52 | 37.85 | 35.28 | 93.18 |
| | VII | Katherine Robinson | 53 | 45.30 | 42. | 92.73 |
| | VI | Julia Clarke Carleton<br>Frances Brown | 52 | 46.70 | 43.40 | 92.93 |
| | V | Carolyn A. Dean | 48 | 44.01 | 40.32 | 91.61 |
| John Dove | Special | Flora M. Greenough<br>Ella L. Comstock | 24 | 20.56 | 18.20 | 88.52 |
| | IV | Edith A. McLawlin | 42 | 39.60 | 36.68 | 92.62 |
| | III | Lucy A. Roach | 41 | 40.21 | 36.25 | 90.15 |
| | II-III | Annie O. S. Clemons | 40 | 42.03 | 39.19 | 93.24 |
| | I II | Jennie S. Abbott | 33 | 28.91 | 26.14 | 90.41 |
| | I | Adele H. Duval | 58 | 47.87 | 40.81 | 83.57 |
| Bradlee | Kind'r'g't'n | Evelyn P. Reed<br>Mary E. Scott | 66 | 52.15 | 46 01 | 88.22 |
| | VIII-IX | Clara A. Putnam | 31 | 29.62 | 28.36 | 95.74 |
| | VI-VII | Jessie B. F. Greene | 35 | 30.14 | 28 21 | 93.59 |
| | IV-V | Annie M Downes | 41 | 38 38 | 36.34 | 94.68 |
| | II III | Rubina S. Copeland | 38 | 37.81 | 34 31 | 93.39 |
| | I | Florence I. Abbott | 29 | 27.86 | 19.60 | 85.74 |
| | Kind'r'g't'n | Florence M. Provost | 31 | 22 25 | 20.97 | 94.24 |
| Indian Ridge | VII-VII | Frances Brown<br>Margaret C. Donovan | 22 | 19.08 | 18.47 | 96.79 |
| | V-VI | Mabel G. Carley | 35 | 32.33 | 31.20 | 96.50 |
| | III-IV | Jennie A. Birnie | 47 | 47 06 | 45.41 | 96.19 |
| | I-II | Bertha F. Meacom | 40 | 39.51 | 35.61 | 90.12 |
| | Kind'r'g't'n | Florence M. Provost<br>J. Gertrude Jackson | 32 | 20.43 | 18 59 | 95.88 |
| Richardson | IV-V-VI-VII | Dollie Mabel Farnum | 24 | 21.22 | 19.56 | 92.13 |
| (Frye Village) | I-II-III | Helen W. Battles | 33 | 33.10 | 31.30 | 94.56 |
| West Centre | | Grace Burnham | 34 | 23.10 | 20.31 | 87.92 |
| Scotland | | Marion D. Paine | 13 | 13.30 | 11 80 | 88.72 |
| Holt | | Julia F. McCarthy | 5 | 5.05 | 4 56 | 90.29 |
| Osgood | | Harriet W. Carter | 33 | 31.83 | 26.53 | 83.34 |
| Abbott | | Eva Elizabeth Stone | 14 | 10.23 | 8.58 | 83.87 |
| North | | Mrs. Irene H. Bennett<br>Susie May Jordan | 19 | 18. | 13. | 72.22 |
| Bailey | | Eva A. Hardy | 10 | 10.33 | 9 92 | 96.03 |

| | |
|---|---|
| Number of children registered in Kindergartens, Primary and Grammar Schools of the town, | 1121 |
| Average membership, | 987.31 |
| Average attendance, | 909.79 |
| Per-cent of attendance, | 92.14 |
| Number of children in school under five years of age, | 114 |
| Number of children in school over fifteen years of age, | 21 |
| Number of children in school between seven and fourteen years of age, | 781 |

# REPORT

## OF THE TRUANT OFFICERS

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| | |
|---|---|
| Number of cases investigated, | 13 |
| Number found to be truants, | 8 |
| Number detained at home unnecessarily, | 0 |
| Number cases prosecuted, | 1 |

ALEX. DICK, *Truant Officer*,

Andover.

| | |
|---|---|
| Number of cases investigated, | 6 |
| Number found to be truants, | 0 |
| Number detained at home unnecessarily, | 0 |
| Number cases prosecuted, | 0 |

H. M. HAYWARD, *Truant Officer*,

Ballard Vale.

# REPORT

OF THE

# SPECIAL TEACHER OF DRAWING

---

*Mr. Geo. E. Johnson, Superintendent of Schools of the Town of Andover:*

As the work was taken up in the middle of the year, it seemed best to follow the main lines of previous work until a knowledge of the children and their results had been obtained.

In the spring the work in construction was greatly augmented by the manual training in cardboard. This was followed by Design and Color Work of flowers and animals.

This year the course in general is that which is uniform in the state. Beginning in the fall, we represent things as we see them, going to Nature for our specimens, stndying the technique of pencil, ink and color. From Representative we move on to Decorative Treatment and Composition of the material already used. In the winter term we study Form, Mechanical Drawing and Construction. This year the acquisition of Japanese pottery has made our object drawing in pencil and color most interesting.

Care has been taken to have the children enjoy the work, to develope their interest in beauty, and to encourage individuality of expression. Drawing is a sure expression of the child's mind. When applied to the other studies as a means of expression, it is invaluable. If the child can be helped to see correctly by means of his impression and the development toward correct seeing made through recognition of error, fewer fixed ideas of wrong impressions will exist.

The aim of all art education is to give the power "to appreciate the beautiful, to make things beautiful, and to reveal beauty to others."

Respectfully submitted,

AMY M. PLEADWELL.

# REPORT

## OF THE TEACHER OF MUSIC

---

*Mr. Geo. E. Johnson, Superintendent of Schools of the Town of Andover:*

Dear Sir: — In submitting to you this, the first report of my work in music in the public schools of Andover, it seems better to state what our efforts and aims have been, hoping that in time the results may speak for themselves.

At the first of the year, most of our attention was given to tone,— a soft, clear and true tone is required, and this we secure by singing all exercises and preliminary work with the syllable "loo."

The next step was to simplify the method of sight reading. For each new key a formula is taught; also a formula for the time. All accidentals are explained, and the time difficulties understood before attempting to read an exercise.

When all is made sure, sometimes in concert, sometimes individually, the children read the entire exercise, in strict time, with numbers instead of the syllables do, re, me, etc. If all this is carefully done, the children are prepared to sing at sight with "loo" the work set before them.

In the first grades, the chart called "The Child's First Studies in Music" is used, and in these rooms some of the most interesting work of the course may be found.

In some of the succeeding grades, the Normal Music Readers have been introduced in many rooms with pleasing results; here, the children do more independent work, but never losing sight of the principles of tone and time which were taught at the outset.

In the grammar grades, our wants are many, — song books, books of reference, and pianos,—but we are so hopeful of having them all in time that we are patiently using the material at hand.

Our beginnings have been small, but our ambitions for the next year are very hopeful.

Respectfully submitted,

ELIZABETH HOAR.

# PUNCHARD FREE SCHOOL

## PRINCIPAL'S REPORT

*To the Trustees of Punchard Free School:*

GENTLEMEN: — The total enrollment for the school year ending in June, 1900, was ninety-three. Number of girls fifty-eight, number of boys thirty-five. Diplomas were given to eleven pupils, and certificates to two. Six members of the graduating class passed examinations for Normal Schools, two for Mass. Institute of Technology, and two were admitted to Mt. Holyoke on certificate, one other is now attending the Normal Art School, and still another is taking a course at a Business College in Boston.

The J. W. Barnard prizes were won this year by Stanley Abbot Pratt who was awarded the first prize of twenty dollars; Lillian Sibna Berry received the second prize of twelve dollars, and Caroline Jefferson Burtt the third prize of eight dollars.

The Goldsmith prizes, given by the Punchard Alumni Association, were awarded to Marguerite Newhall and Joseph Soutar. These prizes are of equal value and are awarded to the best boy and best girl among the contestants.

The Botany prizes, given by Mr. M. E. Gutterson, were awarded as follows: First prize, to George Irving Rhodes; second prize, to Helena Lindsay.

The Mary Starbuck prizes awarded again this year for best letter written without previous notice were awarded as follows: For best letter written by a girl, to Fannie Louisa Eaton; for best letter written by a boy, to Stanley Abbot Pratt. The second prize went to Marguerite Newhall and George Irving Rhodes.

Of the above mentioned prizes, seven were won by members of the Senior class, two by members of the second class, and two by members of the third class. All of the competitions, excepting that for prizes in Botany, are open to the entire school.

At the request of the Senior class a change in the form of the graduating exercises was made this year. The number of schools using the form of graduation that was adopted for this year is steadily increasing. There is a difference of opinion in the town as to the desirability of the new form, as there was in regard to the old one. It is not necessary to adhere to any one form of graduating exercise, of course. Variety here, as in other matters, is not a bad thing. Below is the program of the graduating exercises at Punchard for this year :

CLASS MOTTO—"*Be what you seem to be.*"

PRAYER.

SONG — Go Lovely Rose. . . . . *A. King*

SCHOOL.

COMMENCEMENT ADDRESS.

PROFESSOR WILLIAM H. RYDER.

PRESENTATION OF CLASS GIFT.

PRESENTATION FOR CLASS — CARL RUST PARKER.

ACCEPTANCE FOR SCHOOL — STANLEY ABBOT PRATT.

SONG — Lovely Appear. . . . . *Gounod*

SCHOOL.

CLASS PROPHECY.

LILLIAN SIBNA BERRY.

AWARD OF PRIZES.

SONG — Lullaby from Ermine. . . . *Jakobowski*

SCHOOL.

PRESENTATION OF DIPLOMAS.

CLASS SONG.

BENEDICTION.

## CLASS SONG.

WORDS BY CAROLINE JEFFERSON BURTT.

MUSIC BY LAURIA GLADYS MEADER.

As the sun with golden glow,
Calmly leaves the earth below,
So we, Punchard old and free,
Sing our farewell song to thee.

Let our song be sweet and clear,
That we in the future near
May have hope for every day;
Trust and triumph o'er life's fray.

Sadness tinges every heart,
But it is not thus we part;
God has given a broader field,
Let us to his guidance yield.

Thus we'll ever pass along,
Joined in spirit as in song,
Serving Him with loyalty,
By being what we seem to be.

The Senior class presented to the school a large bust of Hermes and a fine picture of the Notre Dame Cathedral in Paris.

The school is keeping pace with the requirements of higher institutions, and affords opportunities for an excellent education for pupils whose school life ends with the High School. As we use the elective system a great number of combinations is possible in making up courses of study to suit individual needs. The following is a sample course,

as an illustration of the education offered for those who do not attend higher institutions. The subjects are all selected from the studies laid down in the course and actually taught.

First Year.—English, Algebra. English History, Physics.

Second Year.—English, Algebra, Geometry, History U. S. (with Constitutional History of Eng. and U.S.), Chemistry.

Third Year.—English, Algebra, Geometry, French, and either Ancient History entire year, or Physiology half year, and Botany half year, or both if the pupil is physically and mentally able to carry both.

Senior Year.—English, Book Keeping, Arithmetic (one term), French, History of Art, and either Geology and Astronomy, or either of these with Advanced Physics and Mediaeval History.

Drawing is required in connection with all science work, and, in fact, with all studies in which it can be used to advantage. The above selected studies give a course not requiring an ancient language, and should meet very well the demand for a "practical" course. This, as remarked above, is simply one of many courses that may be made up from the studies offered at Punchard.

The course of study at Punchard, as printed and taught since 1896, meets the requirements of every college, every normal school, and every scientific school of the nature of the Mass. Institute of Technology in this state. This can very readily be seen by comparing our course of study, as printed, with the requirements as laid down in the catalogues of the different higher institutions. Our actual teaching follows our printed course and we are constantly sending pupils to all of the higher institutions mentioned above, most of them without conditions, and all of them without going outside the course.

Respectfully submitted,

FRANK O. BALDWIN,

*Principal.*

# COURSE OF STUDY.

| YEARS | TERMS | ENGLISH | HISTORY | SCIENCE |
|---|---|---|---|---|
| | | 3 | 3 | 4 |
| FIRST YEAR | *Fall* | Lessons, Composition. Whittier. | History of England. | Physics. |
| | *Winter* | Lessons, Composition. Longfellow. | History of England. | Physics. |
| | *Spring* | Lessons, Composition. Gen'l view of American Poetry. | History of England. General view. | Physics. |
| | | 3 | 3 | 4 |
| SECOND YEAR | *Fall* | Rhetoric. American Essayists and Orators. | Developm't of English Constitution. | Chemistry. |
| | *Winter* | Rhetoric. American Novelists. | History and Civil Gov't in U. S. | Chemistry. |
| | *Spring* | Rhetoric. Gen'l view of Amer. Prose. Compositions throughout the year. | History and Civil Gov't in U. S. | Chemistry. |
| | | 3 | 3 | 4 |
| THIRD YEAR | *Fall* | | History of Greece. | Physiology. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts in English. | History of { Greece. Rome. | Botany |
| | *Spring* | | History of Rome. | Botany. |
| | | 3 | 3 | 7 |
| FOURTH YEAR | *Fall* | | Mediæval, topics, lectures. | Geology 4. Physics 2. Ex. lab. work. |
| | *Winter* | English Authors and Composition thro'gh the year, including College requirem'ts. Historical Grammar. | Modern, topics, lectures. | Astronomy 1. Astronomy 1. Physics 2. Ex. lab. work. |
| | *Spring* | | Nineteenth Century. —Comparison of Govern'ts of U S., Eng , France and Germany. | Phys. Geography 4. As ronomy 1. Physics 2. Ex. lab. work. |

# PUNCHARD FREE SCHOOL.

| MATHEMATICS | | LATIN | GREEK | FRENCH | ART |
|---|---|---|---|---|---|
| 5 | 3 | 5 | | | 1 |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | Drawing. |
| Algebra. | Book-keeping. | Lessons, Cæsar. | | | Drawing. |
| Algebra. | Book-keeping. | Lessons, Cæsar, Sight Reading. | | | Drawing. |
| 5 | | 5 | 5 | | |
| Algebra. Geometry. | | Cæsar, Composition. | Lessons, Anabasis. | | |
| Geometry, Algebra. | | Cæsar, Composition. | Lessons, Anabasis. | | |
| Geometry, Algebra. | | Cæsar, Composition. Sight Reading. | Lessons, Anabasis. Sight Reading. | | |
| 3 | | 5 | 5 | 5 | 1 |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Music. |
| Geometry, Algebra. | | Cicero, Composition. | Anab. Composition. | Authors, Comp. | |
| Geometry, Algebra. | | Cicero, Composition. Sight Reading. Ovid. | Selections from Xen. Composition. Sight Reading. | Authors, Comp. Sight Reading during year. | |
| 5 | | 5 | 5 | 5 | 1 |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | Topics and Lectures once a w'k during the year on the History of Art. Drawing once a w'k during y'r. |
| Solid Geometry. | | Virgil, Composition. | Iliad, Composition. | Authors, Comp. | |
| Review of Arithmetic. | | Virgil, Composition. Sight Reading. | Review, Composition. Sight Reading. | Authors, Comp. Sight Reading during year. | |

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Horace H. Tyer.

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Sec. and Treas., George H. Poor.
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Myron E. Gutterson.
Prudential Committee:
Horace H. Tyer,
Myron E. Gutterson.
Auditing Committee:
George A. Parker,
Myron E. Gutterson.

## TEACHERS.

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Mary E. Höhn Dern, First Assistant.
Jean S. Pond, Assistant.
Eric A. Starbuck, Assistant.